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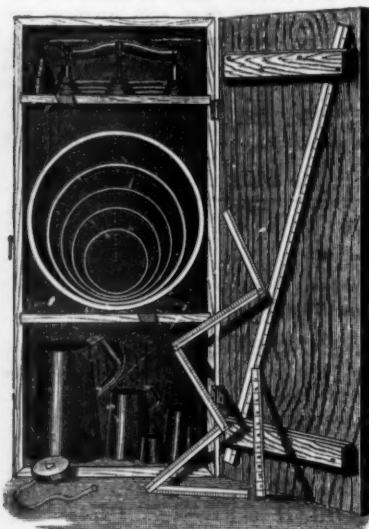
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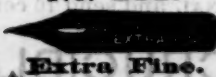
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WHAT we are doing for the children to-day, we are doing for the nation to-morrow. This is the teacher's field of work, and it is a grand one. Let the politician work upon the grown-up men all he may; he can do little after all—that is in improving them mentally or morally. They have passed the plastic stage. But there is hope in the children. Those who would do good to humanity will be most successful who take the children by the hand. The teacher is the true state-builder.

THE state superintendent of public instruction, Mr. Higbee, of Pennsylvania, has decided against Father Sheedy, of Pittsburg, in the parochial school matter. Father Sheedy's church and parochial school are located in the Eighteenth ward of that city, where a majority of the citizens are Catholics, and they elected a Catholic school board, which leased to Father Sheedy four unoccupied rooms of the public school building for parochial school purposes, and both the sectarian and the public schools

have been conducted in the same building since the first Monday in September. There was no jar, because the public school principal and his assistants are Catholics. Father Sheedy's assistants were nuns. The Protestants were much incensed at the action of the school board, and in mass-meeting passed a resolution instructing a committee to call upon Superintendent Higbee, who in reply writes a letter condemning the use of a public school building for a parochial school as illegal. The law is well established in New York that trustees are the legal custodians of a school house, and whenever they please they are legally empowered to permit it to be used for lawful and commendable purposes which do not interfere with school work, nor injure district property.

TO BE able to evoke the aid of pupils is a very great thing. A teacher of large experience recently wrote us: "In my first teaching I felt myself able to run things alone; I fear I must have often appeared ridiculous. In time I tried to have the pupils run the school. Help may be got for various things.

Assistants.—I appoint two pupils whose duty is to ring the bell, see that the pupils enter quietly, wipe their feet on the mat, etc. They hold office for one week. They take the roll of attendance, give me names of absentees, and the minutes lost by tardiness, examine the 'excuses,' etc. By this help I am enabled to give my time to putting work on the blackboard, look over exercises, hear lessons, etc., until school is open. When school is to open these assistants touch the call-bell, and sit beside me on the platform.

Musical Conductor.—I appoint a pupil to play the small organ; she selects the pieces of music and does some drilling. She sometimes gets a pupil to sing a solo and the school to come in on the chorus. I do not trouble myself at all about the music—I sing whatever piece is selected. This does not mean that I do not drill the pupils in music; I do a great deal of that.

Class Leaders.—I appoint a pupil to lead the class, that is, if I am away this pupil takes my place. I let the 'assistant' call the class to its place. I may be busy looking over some pupil's work; if so the 'class leader' does not wait a moment. He orders John to take the first example, Mary the second, etc. Sometimes he leads during the entire time of the class.

Captains.—I appoint a 'captain' each week to see to the order of the play ground and hold him or her (for we have female captains) responsible for good order. He is to protect the weak and see that right is done.

I hold a meeting of these people once a week during school hours in one corner of the room and examine their reports. There is a book for them to put their reports in. There is much instruction in these words.

DR. PRIESTLEY would not have held the views he did in reference to state education if he had lived in our day. And why? Because he would have seen that the safety of a free government like ours depends upon the universal intelligence of its citizens. He would also have seen that the greed of many parents would compel their children to become ignorant slaves. He would also have seen that it is a fallacy to insist that the state cannot educate. The state can educate, or at least, it can compel its citizens to do so. And then Dr. Priestley would have seen that since the safety of the rich man's property depends upon the intelligence of the people, it is the rich man's duty to perpetuate this intelligence, and this can be done only by education. He must, therefore, assist the poor man to educate his children. Property must be made to pay for its own protection, and there is

no protection so perfect as that afforded by universal intelligence. Ignorance is the enemy of progress, and the foe of free government. Property is selfish, and unless made to pay its proportion for the maintenance of education, it will not do it. This is a well-worn argument, but it is none the less good. We are surprised that the *Popular Science Monthly* continues in the ranks of those who would knock out from under the temple of our liberty the very foundation stones that sustain it. Some things in a free government *must be*, whether or no, and universal intelligence is one of them. It is for these and other equally strong reasons that we believe in a compulsory system of public education.

READERS of the JOURNAL find it hard to comprehend the ignorance of educational science among those even who wield considerable authority and draw good pay. If it were the ignorance that results from necessity, it might be overlooked; but there is a real complacency felt. One of these was encountered the other day; he was a principal. "No, he did not subscribe for the JOURNAL; there was nothing in it for him, might be for primary teachers; he had heard all those things over and over again. Manual training would run into trades," etc.

Now this man could have been "floored" on a dozen pedagogical questions. What a damage he would inflict with his stale ideas if he were made the superintendent of a hundred or two teachers. The same damage would come as comes to thousands of boys and girls to-day in school-rooms. What a profit for an assistant teacher to be associated with a principal who is really a man of ideas! What an injury to be associated with one who, like this "principal," had "heard all these things over and over again," and has nothing more to hear.

A town in central New York seemed to languish, although there was every reason why it should be thriving; one of the citizens gave his view of the case as follows: "There are seven men who must die before this town will amount to anything." Yet these were influential men, and men of considerable sense. So education cannot make great progress until a good many men die off who hold the reins of power as principals and superintendents of schools.

AN educational writer recently said that "if teachers earnestly begin the work of moral instruction, the needed text-book will soon appear." This, evidently, in this writer's mind, is the highest ideal to which she can reach. A text-book! well, it is a good thing in the hands of a teacher, but in the hands of a hearer of recitations, it may be a snare and a delusion. Our great publishing houses do not make them for crutches, but for food. We could name several excellent school books whose sole aim is to help the teacher, not the pupil. The old idea of a school book was to help the pupil and diminish the work of the teacher. But that time has passed away. The text-book of the past generation has been buried and its tombstone set up, and the new school book, full of material, for the teacher's use, has taken its place. Suppose the ideal text-book on morals was in the market, and used in a majority of our schools, would the next generation be better in consequence? We don't believe it. Text-books never made good scholars. A school cannot be had with a stick in the teacher's chair and magnificent books in the pupil's hands. The idea has been quite general that a good course of study, good text-books, and good watching was about three-quarters of a good school. The idea is exploded. It is in the teacher if the school is a success. The well known remark of President Garfield about a university with Dr. Hopkins on one end of a log and a pupil on the other end should be remembered.

AN EXAMPLE OF MANAGEMENT.

Dr. Nott, for so many years president of Union College, was noted for his skill in management. He never would turn a student away; if he was unable to control him he would give him a recommendation to another college, taking the ground that under other circumstances he might become just what he ought. Nor would he refuse any student dismissed by another college. A graduate of Union College tells this incident:

"The campus had been mowed and the hay piled up for removal. In the night, however, some mischievous spirit carried it into the chapel and filled up the seats and pulpit. When Dr. Nott arrived to open the day with the usual religious exercises he found a very discouraging state of affairs. He concealed all chagrin, however, and asked the students to assist him in removing it. When it was done he read from the Bible and offered an eloquent and touching prayer. This being concluded he began to speak of the occurrence, at first somewhat humorously; then he spoke of the temptations of young men and admitted without hesitation that probably under the circumstances he would have done the same thing. This would have been a fatal admission to any but this veteran discernor of the laws of human nature. The students breathed free when the president said that he would probably have done the same trick. 'Is it not a source of regret for all of us that we are so weak? Lead us not into temptation is placed as a leading sentiment in Our Lord's Prayer. We think we are strong, but oh, how weak! To play a little trick on another we forego our manhood. Our duty is to struggle daily and hourly above our temptations, otherwise we are sure to fall; we cannot go on yielding forever.' Here the tears rolled down his cheeks and the students caught the feeling—they felt the meanness of the trick and made their resolves unsolicited. 'No,' resumed the president, 'we must not yield—we must hold our ground, and gain more territory day by day and exercise a more despotic sway over it.' That lesson was never forgotten.

DO COLLEGE PROFESSORS NEED THE SCHOOL JOURNAL?

We know they do. It would do every one of them good to read every number. But one college teacher thinks otherwise. He says:

"You ask me if I cannot become a subscriber to your *SCHOOL JOURNAL*. In a primary or secondary school a man's skill in imparting instruction is taken into consideration in determining a man's worth, but a college professor, you know, is judged only by the depth of his own scholarship. I mention this only as a fact, and not for the purpose of discussing it. I am only a young man, and the thing for me to do is to devote myself to the technical points of physics. For this reason I take only technical scientific journals, though I really take an interest in teaching considered as an art, science, and philosophy. As I said, if a young man is employed to do technical teaching in college, you know he has not much time for general subjects, whatever his tastes may be."

The other day a principal of a city school said to us: "No, I don't take the *JOURNAL* because I don't need it. I did take it once but that time has past." Both the college professor and this principal do not know what teaching is.

It is pitiable to see men fossilize as they grow older. We have in mind a principal who was once, an exceedingly active educational man. In his county, up the river, no one for years could be more active, but unfortunately he came to the city, and from that day he commenced to indurate. Now it is not known that he takes a single educational paper, or reads one educational book a year. He goes to his school in the morning and returns home in the afternoon, with the regularity of a clock, and with equal regularity each month he draws his salary. One of these days he will give up his place to a young, active man, who will commence in the same way. But will he fossilize, too? May Heaven forbid! When is this thing to end? Our young college professor will become a learned what? A teacher like Agassiz? No! He will be a human cyclopedia, ready to answer all sorts of questions on his specialty, but he will not teach. He will probably die without knowing what this greatest of all human callings is. Isn't it pitiable; yes, isn't it a sin, sin against humanity and God? One of these days the voice of accusing conscience will ring out, "You ought to have known your opportunity, but you did not. What good can your facts do you now? That boy is lost! That girl is a vexation and a trouble everywhere—of no use to the world. That boy you could have saved! That girl you could have made a success! Why didn't you do these things? Because you didn't know what education is. That is your crime." And it is a crime.

THE TEACHER'S TEACHER.

It is not the normal principal or professor that is here meant; nor the teacher in the humble school-house, who taught you. Something enters into and teaches a man or a woman beside the grammar, the history, the geometry; something else must minister to you beside your teacher, no matter how able he may be. That teacher can do no more than arouse the educative power in you. In fact, then, the power of God teaches us; it is always ready to do so if we allow it. This is what is meant by the expression that "all men are self-taught," if taught at all; the teacher is only the helper.

What is important now is this, "Are you now being taught?" for this self-teaching goes on forever; everything teaches you, and to-day it is the pupils that are teaching you. Are your pupils teaching you? If not there is something wrong, "there is a screw loose." Open then your heart and let the influences that may come from a band of little children play upon you. Do you feel humbled before them? Do you feel the greatness of a little child? Do you see that, strive as you may, you cannot possibly understand a little child?

As Wordsworth says:

"Those truths which we are toiling all our lives to find."

As the days go by, an influence is exerted on us, unless we are "case-hardened," the worst thing that can befall any one. As the days go by, we feel the impressions that come from the pupils around us. They teach us to teach, if we are ever taught at all. We see that we exert a molding influence for good by our living, our acting, our inspiring them. We go on and increase our activity in these directions; thus we grow successful as teachers.

Again we ask. Are you capable of receiving the impressions your pupils may make upon you? Are you responsive to these impressions?

SHALL IT BE NASHVILLE?

That is, shall the next meeting of the National Educational Association be held at Nashville, Tenn.? It all depends upon what the Southern people will do. If they can do only what they did when the association went south to Atlanta, we say *no!* with emphasis: but if they will do what Wisconsin did at Madison, what Kansas did at Topeka, what Illinois did and the Central states did at Chicago, and what California did at San Francisco, we say *yes!* with strong emphasis. A few men want the association to turn missionary and go down to Egypt and convert the people. This isn't the province of the National Association. It is in no sense a benevolent organization. We didn't go to California to convert the natives, but to get converted. If we of the North shall go to Nashville, we shall expect to get educational uplifting, but we must be assured that we shall see at least two thousand colored teachers there, and twice as many white ones. There is no good reason why we should not have by far the best meeting the association ever held. But we have serious doubts about the South turning out.

THE forty-second annual meeting of the Connecticut state teachers' association will be held at Hartford, on Thursday, Friday, and Saturday, October 18, 19, and 20, 1888. Editors, school officers, teachers, and all others who may see this notice, are invited to aid in informing teachers of the date of this meeting.

THE agents of the great book houses are always men of ability, we have found. They see phases of educational life that are often overlooked by the ordinary visitor. One of them lately remarked: "It is simply astounding what views of education some of these men in charge of the schools have. They are worse than Egyptian mummies. I let them talk and they give me ideas such as Ham, Shem, and Japhet had when they were waiting for the water to subside. Some of them are especially bitter about the 'new education,' and what a conception they have of it! But progress is visible! By the way, one of the most rampant of these I found had passed the best examination."

At present there is in the national treasury a surplus of more than \$130,000,000. This would aggregate more than \$108,000 in a county containing 50,000 people. A question, worthy of discussion at an institute teachers' meetings would be, "Why not distribute this money among the people?" "Why not endow institutions of

learning all over our country with it?" or "Why not enact a general compulsory education law, and give this money for the support of teachers in places where the people are poor?" These are questions worthy of thought, of vital interest to the course of education.

THE experiment of having women on the school board of this city is now in progress, and it has awakened considerable discussion. The *JOURNAL* was greatly in favor of the appointment of some ladies on the board, and it thought the selection of Mrs. Agnew and Miss Dodge evinced good judgment. It has taken some pains to ascertain the views of the teachers in the city, and it seems pretty clear that there is a strong feeling against women being on the board. The graduates of the normal college were greatly shocked at the opposition of both Mrs. Agnew and Miss Dodge to the effort to make that institute a college by act of legislature. Others present other reasons. There is certainly a great unanimity in the opinions we have heard expressed.

WHILE Mr. T. Shinoda, the professor in the High Normal School, in Tokio, who is spending three years in this country studying education, was purchasing some works on education a bright principal present looked on with some surprise, and then remarked, "I thought that those men were heathen; I know a good many Christians who would not touch those books with a ten-foot pole."

EVERY subscriber, in arrears to the *JOURNAL*, received last week a bill with his paper. We have been patient with you, good friends, during vacation, but now expect a prompt response. Please remit, now.

PORTRAITS and sketches of the lives of four authors, whose works on education are well known, J. G. Fitch, Rev. Edward Thring, and James Sully, of England, and A. S. Welch, LL.D., of Ames, Iowa, will appear in the *JOURNAL* in October and November.

MRS. JULIA M. DEWEY, author of "How to Teach Manners," just issued by the publishers of the *JOURNAL*, has been appointed principal of the training school at Lowell, Mass. Mrs. Dewey was for several years superintendent of schools at Hoosick Falls, N. Y., and while there, was the only woman superintendent in this state. Later, she was teacher of methods in the Rutland schools, Vermont. Wherever she has been, she has shown herself a capable and earnest educator.

WHAT should a school principal be? It is an important question. Principal, think of yourself; look at yourself, and walk humbly, for immense interests are in your hands. Your assistant teachers will hardly be better than you are; do you think of that? If you are apathetic, they will be so. If you are unprofessional, they will be so. If you don't care for advancement, neither will they. If you believe in "venereering," so will they. If you permit show and sham, rather than solid substance, so will they. If you are irreligious, they will probably be so. In short, as water does not rise above its level, neither will the assistant teacher rise above his principal. This makes it a solemn thing to be a principal.

ONE of the interesting occurrences of last week was the following order from two colored teachers of Virginia:

1 copy of the *SCHOOL JOURNAL*.

- 1 " Page's Theory and Practice of Teaching.
- 1 " Welch's Psychology.
- 1 " Love's Industrial Education.
- 1 " Education by Doing.

Another was the purchase of several books by a young lady who had never taught. She said, "I must make a success of it, to do so I must study about it. I have several patrons who are very intelligent; they will want to talk about education. I must understand what I am talking about." Sound sense there.

A STARTLING report of the condition of school-houses has been issued by Secretary Young of the Maine state board of health. It declares that many school buildings are veritable death traps, made disagreeable and dangerous by vile odors, poisonous gases, and foul air. Secretary Young says that it is committing a crime to shut up children in them. He has made scientific and

conclusive tests and speaks with authority, characterizing some of the school buildings as pernicious, dangerous, and abominable.

ONE of the most cheering signs of progress is seen in the fact that it is coming to be realized that keeping school is one thing, and teaching it altogether another.

THE pupils who have hitherto attended the public schools of Waltham, Mass.; began last week to attend the parochial school. The large number of Catholic children thus transferred has induced the authorities to close two of the public schools.

THE plans for the Manhattan Athletic Club's new clubhouse in this city have been selected. The new building is to cost \$200,000, and the furnishings will amount to \$40,000 more. Why cannot the 4,000 teachers of New York City own a club-house? The social and intellectual influence of such a place would help them.

ONE of the last acts of the Emperor Frederick III. was to grant a pension of 3,000 marks to the widow of Froebel, who lives in Hamburg.

THE public schools of Philadelphia have reopened with an estimated attendance of over 100,000 pupils. It is reported that in ten wards of the city there is insufficient capacity in the school buildings, and that about 3,000 pupil children are in consequence unprovided for.

The boys' Central high school has been without a regular principal for a number of months, and considerable dissatisfaction is being expressed by citizens at the course pursued by those who are in large measure charged with the duty of filling the vacancy. Some of the alumni have said sharp things, criticising the efforts made to pass by those who have rendered faithful service through a long series of years.

THE state of Virginia has revived old William and Mary College, and made it a normal school for males. Professor Hugh S. Bird will teach the history and philosophy of education, theory and practice of teaching, methods, and school economy.

MISS MARY ALLEN WEST has been nominated by the Illinois Prohibitionists as one of the trustees of the State University.

DR. J. A. RITCHY has resigned the presidency of Lenox College, Iowa, after six years of useful and successful work. The board of trustees met on August 3, and unanimously chose Dr. Alex. G. Wilson, of Lake Forest, Ill., to fill the position, which he accepted.

THE climate of Washington Territory west of the Cascade Mountains is without any equal in America. For eight months in the year the average is sixty-five degrees, and the remaining four months thirty-eight degrees. Real winter lasts about two weeks.

ROLLINS CHAPEL, one of the finest of the Dartmouth College buildings, was badly damaged by fire recently. The building was the gift of the late Hon. Edward A. Rollins, of Philadelphia, and cost \$30,000. It is feared that the memorial windows, of which there were six or eight, are badly damaged.

COL. PARKER's school is prospering,—120 in the professional training class. The board of trustees has unanimously asked for \$15,000 to fix up the grounds, build over the students' hall, and erect a science hall with museum. The Colonel's new book, "How to Study Geography," is going well, the first edition being exhausted and large orders for more. Other books of the same character are on the way.

PROF. F. H. KIRK, Minn., has become assistant superintendent of public instruction, under Supt. Kiehle, to fill the vacancy caused by the resignation of Prof. Pendergast, who has accepted the position of principal of the new agricultural college of the state university. Prof. Pendergast was assistant superintendent during a period of six years and conducted the arduous duties of his office in a most commendable manner. His successor is a young man about thirty-five years of age, and is well known throughout the state from his connection with institute work. He was professor of the Winona Nor-

mal School for four years, and last year occupied a similar position in the River Falls, Wis., Normal School. He is the author of the "Illustrated History of Minnesota."

It is an interesting fact that the Institute of the Brothers of the Christian Schools now numbers 1,229 establishments, scattered throughout the world. There are 11,712 Brothers, and 1,670 schools. These men, often finely educated, and understanding how to teach, work for such salaries as will just support them, rather than accept remunerative positions outside of the church.

GRACE GREENWOOD says:—"I believe that for one woman whom the pursuits of literature, ambition of authorship, and the love of fame have rendered unfit for home life, a thousand have been made undomestic by poor social strivings, the follies of fashion, and the intoxicating distinction which mere personal beauty confers."

GERMAN UNIVERSITY STUDENTS.

The number of students in attendance at the twenty-one universities of the German empire last winter was not far from 28,500. Of these one-half were about equally divided between theology and law, and the other half divided between medicine and general education in the proportion, nearly, of three to four. It was stated by Prof. James Bryce, of Oxford, in his preface to the English translation of Dr. Conrad's "The German Universities for the Last Fifty Years," that in 1882-3 Germany, with a population of 45,250,000, had over 24,000 university students, while England, with her 26,000,000 of population had less than 5,500 students at her universities. Dr. Conrad's statistics showed that the German students for 1882-3 paid in fees \$182,150, and that the state paid \$728,600, or 73 per cent. of the whole cost of the twenty-one universities, 30 per cent. of the whole being for instruction, in addition to the 18 per cent. paid by the students, and 42 per cent. standing to the account of maintenance of hospitals, museums and other establishments connected with the universities. The three greatest of the German universities are Berlin, Leipsic, and Munich, with about 40 per cent. of the whole number of German students, Berlin having about twice as many as Munich and Leipsic standing about half way between the two.

AN EXCELLENT LIST.

Com. Jared Sanford, of Westchester county, New York, writes us as follows:

"I am just in receipt of a copy of your valuable catalogue of books for teachers, and others interested in educational work. Therein I find an excellent list of books from which teachers can select those which will be of great value to them if carefully read."

THEY ARE EMINENTLY SAFE.

A principal of a normal school writes:

"I wish to thank you for the generous addition to the SCHOOL JOURNAL in the form of supplements. I take great pleasure in recommending the JOURNAL and INSTITUTE to the graduates of this school. We have a large club for the INSTITUTE in the recent graduating class. I have come to believe, through careful inspection, that the papers you publish are safe to put into the hands of those preparing to be teachers.

"I should be glad to obtain a sufficient number of copies of the supplements to supply each member of our present senior class (37). Please to inform me if they may be purchased. Many of our students are able to subscribe for the INSTITUTE but not for the JOURNAL.

REGISTRATION OF TEACHERS.

A decided effort is being made in England for the "Registration of Teachers." By this is meant an official register of all teachers duly qualified to teach. The JOURNAL has urged this for years. It has proposed it as a necessary step towards advancing teaching to a profession.

(1) We would have in each state an official list—of all third grade teachers, for example, and we would have them set to studying those subjects that would advance them to the second grade. And so of the second and first grades.

(2) We would have every one of the normal schools pursuing an advanced normal school course (corresponding in substance to a college course omitting the languages) empowered to grant to its graduates the degree of Bachelor of Pedagogy; perhaps after three years successful teaching.

(3) We would have a board consisting of normal school principals and several others elected by the professional teachers of the state that should be empowered to grant the degree of Bachelor of Pedagogy to those not graduates of normal schools.

There are other questions that need discussion, but here are enough for the present.

SCHOOL MANAGEMENT.—I.

By ARTHUR C. MILLER.

It must be constantly borne in mind by the teacher who would excel in school management that all progress depends on his skill here. Hence, he must make school management a subject of constant and deep study. Why some succeed so admirably, and some fail so utterly, is not a mystery at all; results depend on causes in this matter, as elsewhere. If a young man enters a school and expects order to reign simply because he, the teacher, commands it, he will find himself greatly mistaken. Order is the result of influences in the school-room as surely as it is in this world we see around us.

It is agreed by all who write on this subject, that self-control, self-possession, self-discipline, self-knowledge, call it what you will, by one or all these names, is the basis of the art of managing others. We must bear in mind that the Creator has made us susceptible of influences from others. If a young teacher stops and thinks, he will feel that certain persons have an influence over him. If he thinks more of it he will see that the one who is the most self-possessed has the most influence over him.

I was once on a raft on a Western river with a dozen persons, all strangers, to be ferried over by an inexperienced German; we struck a snag, and were in some danger. Now it was remarkable how readily we listened to the advice and fell under the control of one who "kept his head." Similar instances will occur to any one. Let a dozen young ladies, strangers all, meet for a short time in a parlor; in a short time they instinctively follow the lead of one, and that one has been selected from her possession of self-control and evident mastery of herself. A number of young men were assembled in a school-room, and were canvassing the subject of the new teacher whom none had seen. Somehow they noticed a slender young man, scarcely older than themselves, who was making some inquiries; the word quickly passed, "it is the new teacher," and yet it was not that he had assumed any power over them; they recognized his bearing, his self-possession. Again, let a teacher enter a strange school-room where there are a dozen pupils; let him look around for one to aid and advise him. Upon what principle does he select the leader? He sees it in the marks of self-control, self-possession; that one he selects.

All these instances indicate a quality that is indispensable in one who is to be a leader among others. How shall the teacher acquire it?

(1.) The teacher must move among people, and thus acquire the power of knowing himself. If there is a debating society, let him join that; if there is a choir, let him join that. Where people meet he must go, to know the ways of people. If there is a reception he should, if invited, attend it to learn and practice the manners of civilized society. No one is so helpless as the student who knows all about the ways of the Greeks and Romans, and nothing of the ways of people in the drawing-rooms of to-day. I remember a college president who was wondrously familiar with the classic languages, but could not converse with a student for five minutes on common topics; he was in perpetual trouble with students who needed discipline, and finally gave up his place, after having hurt the college immensely.

A knowledge of men gives us a knowledge of ourselves; by conversing with people, we learn to know them and ourselves. You meet with one who knows more than you do, you learn something, you see your own deficiencies, and try to remedy them. But a few days ago I found a young lady reading history, and the reason given was that her conversation with another lady showed how much more the other knew than she did.

Besides all this you acquire, by practice, the subtle ability of knowing what to do and say with one looking at you and studying you. I remember a certain school commissioner who, in selecting a teacher for a rather difficult place, remarked of one excellent student, "She will not do because she cannot look one in the eye." This simply said that she lacked self-possession, self-poise, command of her eyes, etc. And this will come, in a very large measure, from mingling with people.

(2.) To be self-possessed under trying circumstances is

also the result of thought and will. A case was lately mentioned in the papers of a young woman alone in a house, who saw a tramp coming up the walk, and the doors and windows were wide open. She came coolly out of the house and put a chair on the porch and said, "You want to see my father, I suppose; take a seat; he will be around in a moment." Returning after a short interval, the tramp had disappeared. Now, a young woman who takes charge of a village school will need all her wits, and if she lacks in self-confidence, it must not be known to the pupils. One instance like this occurred. A young lady had got the pupils in attendance the first day, into order, when the door was pushed open, and a half-dozen big boys with a dog entered, stamping their feet, and marched to the extreme end of the room, where they seated themselves. Suspecting the name of the biggest boy, after a sufficient pause, she said, in a pleasant voice, "Will Mr. Brown please come this way?" The young bully came forward rather disconcerted, followed by his dog. "Is this your dog?" looking firmly at him. "Yes." "Will you please take him out?" The dog was taken out. When the boy returned, she again faced him and asked, "Are you coming to school?" "Yes, ma'am." "Well, I always get a great deal of aid from my young gentlemen pupils, and I should like to have you look at the book here and tell me what scholars are present." Those who were looking on saw the teacher was not awed by this exhibition of their prowess, and they easily fell under her influence. It may be added there are but few days that self-possession will not be needed.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

A SCHOOL REGISTER.

By J. R. CHENEY.

I was lately much interested by having shown me a register kept by the teacher and pupils of a school. The pupils each month selected a secretary by ballot, and the register was put in his hands; it was carefully locked up every night. The register was a square book in which was entered, from day to day, what concerned the welfare of the school; the visitors, their suggestions, new plans, exercises, &c.

I find on one page the names and dates of several visitors; (each visitor wrote his own name). One visitor is reported to have given quite a "lengthy discourse on the importance of good habits."

On another page is the program of some "Fourth of July exercises," that took place in June! (This was because school was out in July and the boys wanted to "fling the American banner to the breeze.")

On another page is the account of the death and funeral of a member of the school; in fact, several pages are taken up by the account; there is a piece of poetry and a drawing of the headstone. (The teacher told me that a tablet was hung on the walls of the school-room for a month.)

Then there are notices of the press about the closing exercises; these are quite long.

Then there are letters from the graduates of the school pasted in; I counted twelve in one year. In fact there seemed to be enough to give the secretary a good deal of work.

ORAL LESSONS.

By SUPT. DUTTON, New Haven, Conn.

For many years the importance of elementary science lessons has been recognized. It should not be regarded as an innovation, therefore, if these lessons are gradually introduced into our primary and grammar schools. They will not constitute a *new study* but will supplement the geography and will furnish the best of material for oral and written language. Best of all, they will do something to develop a scientific habit in teachers and pupils.

Prof. Huxley once spoke as follows on this subject, quoting questions asked of children such as: "What is the moon, and when does it shine?" "What is the water, and where does it run?" "What is the wind?" "What makes the sea?" "Where does this animal live, and what is the use of that plant?" And if not snubbed and stunted by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child; nor any bounds to the slow, but solid,

accretions of knowledge and development of the thinking faculty in this way. To all such questions answers which are necessarily incomplete, though true as far as they go, may be given by any teacher whose ideas represent real knowledge and not mere book learning, and a panoramic view of Nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within reach of every child of nine or ten. "I conceive it would be one of the greatest boons which could be conferred upon England, if henceforward every child in the country were instructed in the general knowledge of the things about it, in the elements of physics, and of botany. But I should be still better pleased if there could be added somewhat of chemistry, and an elementary acquaintance with human physiology."

The interest awakened by many teachers in teaching physiology is evidence that the rudiments of other sciences can be taught. To interest children in studying nature out of school and in making collections of natural objects is *home work* of the most beneficial order. Such studies pursued with reverent attention to universal laws can but contribute to morality. Said the late Canon Kingsley: "The grain of dust is a thought of God." How much does this brief assertion suggest of the moral value of arousing the attention of children to the common things about them.—*Report*.

PROGRESSIVE LANGUAGE LESSONS.

By MISS E. A. FANNING.

The teacher should copy the lesson for the day upon the board using the greatest care in form and penmanship. If copied in colored crayon its attractions will be increased ten-fold. A rough sketch of the object or animal forming the topics of the little story adds immeasurably to the interest of the class.

Hide the exercise from view until ready for use. An inexpensive cambric curtain, a map, or even a newspaper will serve this purpose.

See that slates or paper and pencils are ready for immediate use. Nothing indicates a careless teacher so emphatically as the chaos which too frequently precedes a writing exercise. For this reason such a lesson might profitably be employed at the beginning of the session, when slates are clean, and pencils pointed.

As will be noticed the lessons are designed for daily use, and should consume not longer than fifteen minutes. In time it will be found that even ten minutes will cover dictation, correction, and revision.

Dictate distinctly, *always by sentences*. This may be slow work at first, but pupils will soon learn to listen for the entire thought; a consummation which never crowns the irrational method of dictating single, and unrelated words. At the end of the dictation uncover the exercise, point out capitals, punctuation marks, and such words as a teacher knows intuitively will be misspelled. Turn slates, and dictate the entire exercise as rapidly as possible, at the close directing the class to make a silent comparison with the model, which of course was out of sight during the second dictation also. The proficiency children soon attain in this work is really marvelous.

Now to sum up results: a language, spelling, and writing lesson, after an appropriate and perfect model; new words added to the pupils' vocabulary, and old ones more firmly established; and every slate corrected without a moment lost on the part of the teacher! No wasted recesses; no dreary half hours after school! A prominent New England educator says, "No city can afford to hire teachers to correct slates!"

A number of devices will suggest themselves to the thoughtful teacher just here. The italicized words may be drilled upon in concert; copied upon the boards and arranged alphabetically with reference to dictionary work later on; *ed* or *ing* added to each when possible; copied into a book, at the end of the year they would form an invaluable aid to review or supplementary spelling.

As a help towards reading and enunciation the poorest reader might be allowed to dictate the lesson for the day, subject, of course, to the stimulating criticism which his effort would certainly provoke.

While the lessons are designed to secure continual practice in easy words and common idioms, the idea of progress is never lost sight of. The new and unfamiliar words may be spelled by sound for the slower pupils either by the teacher, or by those well-informed pupils of whom, happily, there are sure to be several in every school. Or pupils may be instructed to leave a blank when uncertain in regard to the spelling of new words.

The lessons are designed for a year's work, and will

include practice in simple and possessive sentences, inquiries, exclamatory and quoted phrases, descriptions, letters, telegrams, poems, notes of introduction, and invitation, advertisements, geographical and historical facts, &c. They should be copied into a language-book reserved for this purpose, in order to be available at any time for the purpose of strengthening weak points in the child's training. The objection of sameness is met by the fresh matter furnished daily.

EXERCISE I.

THIRD YEAR PRIMARY.

MONDAY.

May has two pets. One is a lamb. The other is a cat. Both are white.

TUESDAY.

This is my rabbit. His name is Bun. He sleeps in a basket. Rabbits eat grass and clover.

WEDNESDAY.

There is a mouse in the trap. I see his long tail. Now I can see his ears. I will run for Fuss.

THURSDAY.

Ruth and Jane are playing house. Ruth has a baby doll. It wears a lace cap. See its long dress.

FRIDAY.

Here is my new slate. I use it at school. We write and draw on our slates.

EXERCISE I.

FOURTH YEAR PRIMARY.

MONDAY.

One day Mary played store. She sold books, apples, toys, and candy. A red book cost two pins. One pin would buy a stick of candy, or an apple. Frank bought a paper rabbit for four pins. His sister paid eight pins for a small China doll. When play-time was over Mary found she had sixty pins.

TUESDAY.

Willie is five years old to-day. His papa has given him a large black dog named Nero. The little boy will have fine sport with his pet.

WEDNESDAY.

After school George will fly his kite. The wind is strong, so the kite will go very high. He will climb the hill, and play until it grows dark.

THURSDAY.

Tom and Jane live by the sea. They dig in the sand, or look for shells on the shore. It is fun for them to watch the great ships, with their white sails.

FRIDAY.

Fannie has a pretty red squirrel. He lives in a round cage. His bed is a basket of hay. Fannie gives him nuts to eat.

SUGGESTIVE QUESTIONS IN GEOGRAPHY.

1. What is macaroni, and where is it the national dish?
2. What city is world-renowned for carpets?
3. What country of the world produces most wine?
4. What city is the world's center of modern art, fashion, and pleasure?
5. What city is the world's center of commerce and business?
6. What town has the world-wide reputation for cutlery?
7. What island is celebrated for its peatbogs, potatoes, oats, and flax?
8. What country is a land "of majestic, snow-capped mountains, beautiful waterfalls, wonderful glaciers, and picturesque landscapes, and lakes," and is noted for its manufacture of watches, jewelry, and cheese?
9. In what city would you ride in a gondola instead of an omnibus?
10. Where is the highest building in the world?
11. In what country would you find the most wind-mills?
12. Where would you find the finest marble, cameos, the finest paintings, and the greatest works of the sculptor?
13. In what country do the women always go out veiled, and the men wear loose flowing robes, sit cross-legged and smoke opium?
14. What city is famous for its coffee?
15. What cities are respectively designated by the following popular names: Crescent City, Smoky City, Monumental City, Goshen, Garden City, Eternal City.

Queen City of the West, Forest City, Hub of the Universe, Quaker City, City of Magnificent Distances?

16. What states of the Union take the lead respectively in the following products: Wheat, rye, corn, oats, barley, potatoes, hay, tobacco, cotton, sugar, rice, gold, silver, lead, iron, copper, coal, zinc, and petroleum; cattle, horses, mules, sheep, swine, butter and cheese?

Primary classes in geography may answer most of these questions. They may seem, some of them, rather leading in their nature, but this is one way of refreshing the pupil's memory, and such questions should be given as an occasional exercise, but we would not recommend it as constant exercise.

PRACTICAL QUESTIONS.

1. What do you advise with regard to a boy who persists in disturbing the class?
2. Are prizes objectionable?
3. What methods can be employed to induce children to learn their lessons?
4. Of what length should the opening exercises be?
5. What are the necessities as to furniture?
6. Is it well to call the roll?
7. What songs are best suited to primary work?
8. How much time should be consumed in concert recitation?
9. Do you commend the use of objects?
10. Would you always make use of the blackboard?
11. What is the most serious mistake a teacher can make?
12. What is the mistake most commonly made?
13. Is it advisable to be acquainted with the parents of the children?
14. How can acquaintance be made where the class is large?
15. How can a fluctuating class be steadied?
16. To what extent may story-telling or story-reading be carried without cultivating in the minds of the children a taste for light reading?
17. How many scholars can one teacher manage successfully?
18. How can the parents of little children be induced to co-operate with the teacher?
19. How avoid interruptions during lessons?
20. How cultivate the moral faculties?
21. How can you make children feel themselves to be of use in the class?
22. In what way can timid scholars be aided?
23. How can bold ones be suppressed?
24. What is the specific aim of the primary teacher?
25. Is public commendation of a scholar advisable?
26. Is public rebuke objectionable?
27. In what ways do parents sometimes cripple the teacher's influence?
28. What influences operate most strongly against the teacher's work?
29. Should the primary teacher attend teachers' meetings?

Those who are interested in primary classes will help on the important work of that department by sending answers to any number of the foregoing questions? We wish to secure from the experience of those who have seen the practical workings of different methods and means, the knowledge they may have acquired, that we may make it known to others.

A TALK ABOUT KITES.

In the same manner as in the last lesson, have a kite brought into the school-room. Let it be examined carefully, *every part*. Talk about it. Get the pupils to tell some stories about the kites they have seen or owned. Let them name the parts, describing the shape, and materials, and the uses of each. Why is a kite made of paper? What other material would do as well? Why is not a solid wooden frame used? Of what use is the tail? How do you think the tail adds to the appearance of the kite? What holds the kite up in the air? What keeps it from flying away? Why is kite-flying good exercise?

A CONVERSATION LESSON ON BOATS.

Begin by asking who of them have made boats, and get them to describe what they did. Then exhibit a toy-boat and have parts pointed out, a list being made on the board. Lead the pupils from the subject of toy boats to real boats. Have additional parts of real boats given, with uses of each, as far as possible. Why is the hull shaped the way it is? What are sails used for? What, besides the sails, impels some boats?

THE STORY OF A TOP.

NOTE.—The object of the three next lessons is to teach children to express their thoughts in connected sentences. The base of much language lesson work consists in its scrappy character. Children should learn to speak connectedly. Notice carefully the work in these lessons.

Let the teacher have a top and spin it on the floor, and then ask such questions as the following: What do children do with tops? Why is the string used? What is the shape of tops? Why is one end sharp? Have you a top? Who gave it to you? etc., etc. The answers to these questions will form the foundation of a talk. The teacher can say to the youngest pupils. "Now, tell me all you can about tops." The older pupils can write all they can think of about tops, but the teacher must be certain that she has furnished the minds of her children with ideas before she asks them to tell or write anything.

LESSONS IN ELEMENTARY GEOGRAPHY.

PURPOSE OF THE LESSONS.—To give children ideas fundamental to the understanding of a map, and thus help them in getting correct geographical ideas.

PREPARATION MADE BY THE TEACHER.—Provide yourself with strips of paper, a foot rule, a yard stick, crayons, pencils, etc.

PREPARATION MADE BY THE PUPILS.—The same as by the teacher.

LESSON I.

Measure one foot on the board, marking each end by a dot. Pupils do the same. Erase. On a different part of the board, estimate the same distance and measure. Erase. Try until some degree of accuracy is obtained. In the same way measure a yard, testing as before. In the same way measure on the floor the distance of a rod, and pursue the same course. Next cut a string a foot long, another three feet long, another a rod long, and test in each case.

LESSON II.

Draw on the board a vertical line a foot long, and a horizontal line a foot long, touching it in the middle. In the same way draw two lines having the same relation to each other, each a yard long. In the same way, out of doors, draw two lines having the same relation to each other as before, a rod long.

LESSON III.

Draw a square having each side a foot long. Test, erase, and draw from memory. Keep on until some degree of accuracy is obtained. In the same way draw a square a yard long on each side, and out of doors a square a rod long on each side. In every case, test and do the work from memory.

LESSON IV.

Estimate the width of the road or street in front of the school-house. Measure accurately, and then, by the eye, measure the same distance along the street. Test, and try again until some degree of accuracy is obtained. Measure five rods along the street; then estimate five rods in addition. Test, try again, and continue until the work becomes quite accurate.

NOTE.—It must be noticed by teachers that correct ideas of distance are necessary in order to understand how large the world is, and how far apart places are on its surface. Such exercises as the above are most important.

FALL LEAVES.

NOTE.—Great interest can be excited in a school by the study of fall leaves. The following suggestions will help teachers.

1. Collect the leaves as soon as they have turned and before they are too dry. 2. Press them between newspapers, placing flat boards above and below, and a heavy weight on the upper board. Don't use books. Change the papers every day. They will be dry in a week. 3. Prepare thick paste into which a little mucilage has been put. Place this on one side of a leaf, as thin as possible, pasting the leaf on thick paper. Put under weights for a day, and if you have done the work properly, the paper will be as smooth as before the leaf was pasted to it. Beautiful charts can be prepared in this way, if skill and care and neatness are exercised. 4. Give the names of the general form and special peculiarity to the pupils, but do not allow them to write the name on the face of the paper on which the specimen is pasted. Other points will naturally suggest themselves.

HOW TO STUDY FALL FLOWERS.

NOTE.—Fall flowers are more difficult than spring flowers, therefore use a little more care and do not hurry.

1. Select some plant that grows most abundantly in the neighborhood, pulling up the whole of it, roots and all, carefully washing the soil from the roots.

2. The first day the pupils are given the plant, do not expect them to answer many questions. Call their attention to certain peculiarities. Get them to call your attention to other features. Provide yourself with a hand microscope, and let the pupils use it freely.

3. The study of this plant should not be continued more than two days. Do not expect thoroughness. Do not expect all pupils to learn a great deal about it. Let each one write all he knows, but do not, by any means, say to the

dull ones or the lazy ones, "You ought to have written more." This is not the way to make them work or to excite interest.

4. Write the botanical name of the plant on the board, and have it repeated over several times until it can be easily pronounced. The majority of the class will remember it without any requirement.

PLAN FOR ANIMAL LESSON.

- | | | |
|---------------------------------------|---|---|
| I. Parts. | { Finding,
Naming,
Showing extent of,
Numbering. | |
| II. Description. | { Of the animal.
Of its parts. | { Fleet, agile, dainty,
graceful, clumsy,
retractile, prehensile, arboreal, gregarious, nocturnal. |
| III. Uses. | { Living.
Dead. | |
| IV. Habits. | | |
| V. Adaptation of structure to habits. | | |
| VI. Relative position of parts. | | |
| VII. Reviews. | | { Frequent reference to similar things in previous lessons.
State habits—child name animal.
Describe—child name animal.
Teacher gives characteristics—child tells where animal must live, what feed upon, etc.
Read anecdotes, withholding name—child give name.
Tell where animal lives—what does it ask for? |
- S. P. S.

THE COW.

(Presented by Miss ELYEN E. KENYON, before a section of the Brooklyn Teachers' Association.)

- | | |
|------------|---|
| Feet. | { Two-toed.
Adapted to marshy places.
Glue and Neat's foot oil. |
| Nose. | { Knows poisonous plants. |
| Horns. | { Hollow, like finger-nails.
Powder flasks, etc. |
| Teeth. | { Lacking in front on upper jaw.
Buttons. |
| Food, etc. | { Grass, corn, cabbages, salt.
Two stomachs.
Called beef, veal. |
| Flesh. | { Fresh, corned, and smoked.
Leg stewed, strength imparting.
Excellent for most people. |
| Milk. | { Tastes of foods—onions.
Butter, cheese, pot-cheese, buttermilk. |
| Skin. | { Sole leather, belts, bags, etc. |
| Bones. | { Combs, buttons, manure. |
| Hair. | { Used in mortar. |
| Blood. | { Used in refining sugar. Drunk by invalids. |
| Labor. | { Plowing, and dragging heavy loads. |
| Character. | { Mild in disposition.
1. Heavy head.
2. Gentle eyes.
3. Curved horns.
4. Straight back.
5. Tufted tail.
6. Four feet.
7. Two toes on each foot. |

A FEW EXPERIMENTS TO LEAD PUPILS TO THINK.

1. Take some sand and common salt, or powdered chalk and salt, and stir up in a glass of water.
To the teacher. Lead the pupils to tell that the sand does not dissolve, but that salt does. Perhaps they will not know the word *dissolve*; if not they must be told it after, *not before*, they have the idea.
2. Remove the sand or chalk by *filtering*. (This may be a new word. Show the operation before the word is written. A piece of filtering paper and a small funnel can be obtained at any store.) The clear liquid that runs through the paper tastes salt.
3. *Evaporate* the water filtered, the salt remains. *What has been learned?*
Get the pupils to tell you. (Do not tell them if they never learn it. Notice the new words in italics.)
1. Solid particles held in *suspension* in water can be partly removed by letting the heavier particles settle as *sediment*.
2. All the *suspended matter* can be removed by *filtration*.
3. Matter *dissolved* in water cannot be removed by *filtration*, but it can be obtained by *evaporation*.

A FEW SUGGESTIVE QUESTIONS.

(Let the answers to these questions be written.)

1. Where do bananas grow?
2. In what states does cotton grow?
3. Name six fruits good to eat that grow on trees.
4. Tell the difference between clay and sand.
5. Where does flour come from?
6. Of what use are our finger-nails?
7. How old is an old horse?
8. How old is an old dog? An old cat? An old elephant? An old whale? An old tortoise? An old oak tree? An old cow? An old man?

EARLY NUMBER EXERCISE.

STAGE: That at which counters are about to be dropped out of use.

PRINCIPLE: "No such thing as abstract."

OBJECT: To train the picture power to supply the place of visible objects.

MATERIAL: A box of pencils in the teacher's desk.

Teacher sits, with hands concealed in her desk, and manipulates pencils as indicated in the following:

"I have taken five pencils. Now I have taken two more. How many have I?"

"Yes, seven. Now I have put three back. How many have I?"

"I have divided the four so that I am holding half of them in each hand. How many have I in my right hand?"

"I will put both twos together again in my left hand, and put two more with them and two more. How many have I? How many twos? How many fours? How many eights? How many ones?"

"I have taken one more. How many?"

"I have laid the nine in three equal piles on the bottom of my desk. How many in each pile? How many in two of the piles? What shall we call the piles? (Thirds of nine.) Why?"

E. E. K.

WHY?

1. If a man be riding in a carriage which suddenly stops, why is he thrown forward?

2. If a man is on horse-back, standing still, and the horse suddenly starts off, why is the man thrown backward?

3. If we wish to jump over a small brook, we take a run. Why?

4. Why is a piece of iron heavier than a piece of wood of the same size?

RECEPTION DAY.

AUTUMN LEAVES.

AN AUTUMN EXERCISE. By ANNIE I. WILLIS.

Room should be appropriately decorated with autumn leaves, and flowers. The stage should be large enough so that all taking part can remain, to join in the chorus at the end.

Opening address (by a boy, who should carry a large branch of brilliant colored leaves.)

O golden and rare red treasures,
Just plucked by the Frost-King's hand,
We gather your heaped up measures,
Strewn lavishly o'er the land.

You brighten to-day our school-room;
We thank you for every one,
Grown brilliant in summer's service,
Or yellow to match the sun.

A handful of autumn leaflets,
No two are alike, dear friends;
In one is a glint of golden,
Where the glory of redness ends;

While some are brown and wrinkled,
These, too, have their use, you know;
When others have fallen they linger,
To welcome the first light snow.

Enter Frost-King, dressed in long robe or cloak of white or light gray. White hair and beard, glittering with diamond dust, to represent frost.

Frost-King:—

'Tis I who have painted the leaflets,
To match the setting sun,
I have waited for them all summer,
(With the spring my work is done.)

At autumn's birth I hastened
With my colors dull and bright;
With my brush I toiled upon them
The livelong day and night.

I have no settled workshop,
But go to each tree and vine,
They love the touch of my fingers,
And round them caressingly twine.

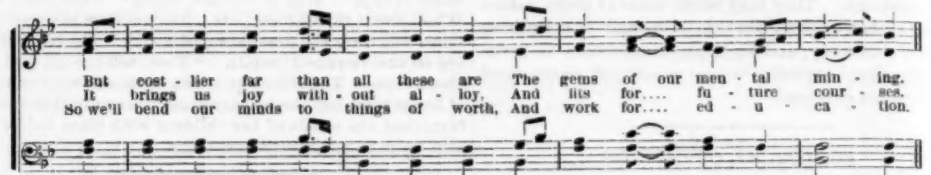
Takes stand in center.

Recitation by a boy:—

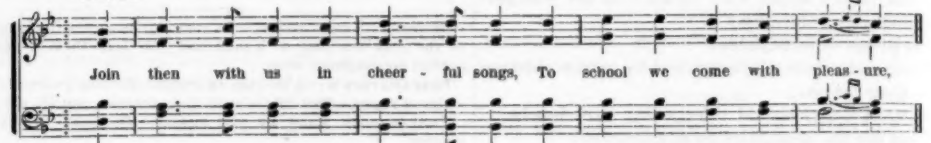
Old Frost, the silversmith, has come;
His crisping touch is on the weeds,
The lingering flowers must now succumb,
And sing their death-song to the reeds.

O RICH AND RARE.

Words by A. M. K.



Chorus.



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The reeds that were so tall and slim,
And grew so straight a while ago,
Will bow their heads before the grim
Old monitor that warns of snow.

—CHAS. DAWSON SHANLEY.

Enter September, attended by Red Leaves (six little girls dressed suitably, and bearing branches of red leaves.) September sings or recites the following. If sung, the words may be set to any music available.

O good Frost-King, now thanks to you,
For all my brightened days;
You've made them brilliant by your skill,
Your goodness now I'll praise.

These leaflets which I have with me,
Shall sweetly to you sing;
And may you tarry with us long,
Until the days of spring.

Red Leaves sing:—(Tune, "Lightly Row.")

Glowing red, glowing red,
By the noonday sunshine fed,
Faces bright, faces bright
With a rosy light.

Merry as the day is long,
Listen to the cheery song,
We will sing, we will sing;
Hear our voices ring.

September and Red Leaves take place in a group at right.

Enter October, attended by Yellow Leaves, dressed in yellow, or having yellow sashes, and bearing yellow leaves.

October recites or sings:—

Dear Frost-King, I am come to praise
Your work upon these leaves,
Made yellow with the sunbeams' gold,
Like ripened harvest sheaves.

I thank you for the sunny warmth
Their presence always brings,
The song they learned from nature's choir
Each one of them now sings.

Yellow Leaves sing:—

Golden bright, golden bright,
With the sun's most mellow light,
Fair are we, fair are we,
As you all can see.

But we must be fair within,
Keep our souls and hearts all clean,
If we fail, if we fail,
Looks will not avail.

Enter November, attended by Brown Leaves, six little girls dressed in this color, bearing brown leaves.

November recites:—

My sisters are September and October bright and gay,
They're beautiful in richer charms, while I am brown
and gray,
But all their glorious days cannot compare with one I
bring,
This one—the happiest of the fall, Thanksgiving Day I
sing.

(Continuing, recites the following from "The Festival of Praise," by Will Carleton.)

'Tis in the thrifful autumn days,
When earth is overdone,
And forest trees have caught the blaze
Thrown at them by the sun;

When summer is mislaid and lost
Among the leaflets dead,
And winter, in white woods of frost,
Has telegraphed ahead;

'Tis then good, prosperous folks display
A reverential cheer,
And thank their Maker one whole day,
For all the rest the year.

Brown Leaves sing:—

Russet brown, russet brown,
We're the leaves that last come down,
For the snow, for the snow,
We must wait, you know.

Our trees shall not all be bare,
While we still can linger there,
So we cling, so we cling,
Some of us till spring.

Take places in center, each side of Frost-King

All sing:—(Set to some familiar tune.)

Praise to God, immortal praise,
For the love that crowns our days,
Bounteous source of every joy,
Let Thy praise our tongues employ.

For the blessing of the field,
For the stores the gardens yield,
For the vine's exalted juice,
For the generous olive's use.

Flocks that whiten all the plain,
Yellow sheaves of ripened grain,
Clouds that drop their fattening dews
Suns that temperate warmth diffuse.

All that spring, with bounteous hand,
Scatters o'er the smiling land;
All that liberal autumn pours
From her rich, o'erflowing stores.

—MRS. BARBAULD.

HONORING THE FLAG.

By HERBERT S. KELLOGG.

NOTE.—The children in our public and private schools should be taught to reverence and admire the flag of their country. It is the symbol of a national existence, a binding of family to family, town to town, and state to state. A respect for the national flag means a regard for personal liberty, an appreciation of the rights of others, a mutual foundation for national independence. This can be taught and made to grow in the child's mind. Scenic effects help to strengthen and make the impression more lasting. Each school and each class should have its flag. The school flag should be floated to the breeze on a flag-pole on memorable battle anniversaries. At other times it should be kept in a glass case where it can be seen. Music is a necessary adjunct. A piano may not be within reach of all, but a drum and some flags of all sizes are possible. Hunting and streamers may be used for decoration of walls or of stage. Small flags can be bought by the hundred very cheaply, and every pupil should have one pinned on his or her breast. During the songs the drum should be rolled at least in the choruses.

The boy who declaims "The American Flag" should carry a large flag and staff to platform, and hold same in his left hand. Three boys should be selected to give the "History of the Flag," each bearing a flag on a staff.

During the marching songs, the flags should be waved, and before the school is dismissed all the flags should be collected on the platform for a display.

1. At a given signal the drum should be rolled or a march played upon the piano. The school will stand and march. If there is room they can march around the room carrying their flags.

2. SONG, "Nobly our Flag."

(During the song all flags will be held aloft.)

3. DECLAMATION, "The American Flag" (Drake.)

(In this the speaker carries a flag.)

Flag of the brave, thy folds shall fly—
The sign of hope and triumph—high,
When speaks the signal trumpet-tone,
And the long line comes gleaming on,
Ere yet the life-blood, warm and wet,
Has dimmed the glistening bayonet,
Each soldier's eye shall brightly turn
To where thy sky-born glories burn,
And, as his springing steps advance,
Catch war and vengeance from the glance;
And, when the cannon-mouthings loud
Heave, in wild wreaths, the battle-shroud,
And gory sabers rise and fall,
Like shoots of flame on midnight's pall,
Then shall thy meteor-glances glow;
And cowering foes shall shrink beneath
Each gallant arm that strikes below
That lovely messenger of death.

Flag of the seas, on ocean wave
Thy stars shall glitter o'er the brave;
When death, careering on the gale,
Sweeps darkly round the bellied sail,
And frightened waves rush madly back
Before the broadside's reeling rack,
Each dying wanderer of the sea
Shall look at once to heaven and thee,
And smile to see thy splendors fly
In triumph o'er his closing eye.

Flag of the free heart's hope and home,
By angel-hands to valor given,
Thy stars have lit the welkin dome,
And all thy hues were born in heaven;
Forever float that standard sheet!
Where breathes the foe but falls before us,
With Freedom's soil beneath our feet,
And Freedom's banner streaming o'er us?

4. ADDRESS:

HISTORY OF OUR FLAG.

(a.) From time immemorial nations have used flags and banners as symbols of independence, power, and union. But that glorious banner which you see there is the flag of which I shall speak to you to day. How fittingly it describes the land of the Western hemisphere. The red bars represent the bands of light sent forth by the sun while it sinks below the horizon in the west, and above it the stars shine forth in the blue of heaven.

(b.) When our forefathers came over here they carried the flags and banners of the countries from which they came. There were the crosses of England, the tricolor of France, and the eagles of Spain. We had no use for a national flag other than the English till the battle of Bunker Hill. At that time a flag was set up having the English crosses in the field, and also thirteen bars representing the thirteen colonies. I do not know whether the Americans would have done better that day had their flag been totally different, but I do know that Congress soon adopted the flag as you see it now, except that then it had thirteen stars instead of thirty-eight.

(c.) Who does not remember the devotion of one man who watched all night the flag on a Southern fort which the British had been bombarding? At night-fall it was not known whether the fort had been taken or not, but

Francis S. Key waited till dawn, and there, in the first streaks of light, saw the flag floating as proudly as ever. This incident suggested to him the words of the song, "Star Spangled Banner," which have become so famous.

5. MARCHING SONG, "Star Spangled Banner."

NOTE.—During this song all the flags shall be given out to scholars to carry on the march.

6. ADDRESS TO THE FLAG.

(In this the speaker carries a flag, on a staff six or eight feet in height.)

We welcome you, friends, to-day, in the name of our flag. We mark with feelings of pride and pleasure the progress it has led our nation during our hundred odd years of freedom. Who among us, looking at the vast number of people yearly, daily, coming to our shores, can deny that it is the banner of freedom, liberty, justice, and equality.

But our flag is the flag of all flags. It is the emblem of an honest, earnest cause, and in the endeavor to promote or defend that cause men have cheerfully given their blood—their lives. Capt. James Lawrence sailed out of Boston with a poorly-equipped ship to fight a British frigate. He lost the battle, but his last words, "Don't give up the ship," proved his devotion to his flag. At Ft. Moultrie, in the South, our flag had been shot away, when young Sergt. Jasper ran down an embankment amid a perfect storm of bullets, seized the flag, and mounted it on a ramrod in its place upon the rampart.

In battle, the bearer of the flag is always in a dangerous position, yet who can account for the devotion displayed by our brave soldiers and sailors. Who can tell why the sailor nails his colors to the mast? Why do the soldier boys volunteer so readily to re-capture a lost flag? Is it not because they feel their cause to be right, and that right means might, and what can prevail against right and might?

But I have only given you instances, and they are enough to show the general attitude towards our flag, and who can suppress a thrill of pleasure, who does not have some feelings of pride as he sees our banner so proudly floating in the air? It yields its floating folds to the buoyant breeze. It nods its head, dances, flies—seems almost human as it hangs at its staff and then suddenly springs into life as a whistling wind smooths out its creases.

Flag of beauty, flag of might,
Floating on the breezes light,
Crimson bars and bars of white,
Studded with the stars of night—
Float on ever, night and day,
O'er our land so free, for aye!

7. MARCHING SONG, with drum and fife, and chorus, "Rally Round the Flag, Boys."



AUTHORS' DAYS.

THOMAS BAILEY ALDRICH.

"Novelist, playwright, traveler, critic, editor, and poet."—Best known as editor of the *Atlantic Monthly*, and the author of "Baby Bell."—Born at Portsmouth, N. H., Nov. 11, 1837.—Childhood spent with his parents, at New Orleans.—Boyhood passed at his grandfather's, in Portsmouth.—Attended school, where he found, he says, "That the world was not created exclusively on my account."—Extremely fond of pets.—Fell into all sorts of scrapes at home and at school.—News of his

father's death when the son was sixteen.—Plans to go to Harvard College given up to enter his uncle's counting-house in New York, where he remained for three years.—Published a little book of poems, "The Bells," at eighteen.—"Baby Bell" was published when he was nineteen, the story being founded on fact.—Wrote other stories and poems.—Was assistant editor of the *Home Journal* for three years.—Poems collected and published in "Blue and Gold" series, in 1865.—"The Story of a Bad Boy," published in serial form, made him famous among the children. It is founded largely on incidents in his own life, and has passed through twenty-three editions.—"Marjorie Daw" published in 1873.—"Cloth of Gold," and "Prudence Palfrey" appeared in 1874.—"The Queen of Sheba" in 1877.—In 1880 became editor of the *Atlantic Monthly*.—Many other stories and poems have been published.—Poetry noted for its exquisite melody, its naturalness, and simplicity.

SELECTIONS.

THE BLUE-BELLS OF NEW ENGLAND.

To you, fair phantoms in the sun,
Whom merry Spring discovers,
With blue-birds for your laureates,
And honey-bees for lovers,

The south wind breathes, and lo! you throng
This rugged land of ours;
I think the pale, blue clouds of May,
Drop down, and turn to flowers!

AFTER THE RAIN.

The rain has ceased, and in my room
The sunshine pours an airy flood;
And on the church's dizzy vane
The ancient cross is bathed in blood.

From out the dripping ivy-leaves,
Antiquely carven, gray and high,
A dormer, facing westward, looks
Upon the village like an eye.

And now it glimmers in the sun,
A square of gold, a disk, a speck,
And in the belfry sits a dove
With purple ripples on her neck.

MEMORY GEMS.

Friendship is better than wealth. To possess the love of a true heart, the sympathy of a noble soul, is better than to be a desolate millionaire. —ANON.

Flowers are words
Which even a babe may understand,
They speak of hope to the fainting heart,
With a voice of promise they come and part,
They sleep in dust through the wintry hours,
They break forth in glory,—bring flowers,
Bring flowers. —MRS. HEMANS.

In every sphere of life, the post of honor is the post of duty. —CHAPIN.

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears. —WORDSWORTH.

When thou art obliged to speak, be sure to speak the truth; for equivocation is half way to lying, and lying is the whole way to hell. —WILLIAM PENN.

A sense of an earnest will
To help the lowly living,
And a terrible heart thrill,
If you have no power of giving;
An aim to aid the weak,
A friendly hand to the friendless,
Kind words so short to speak,
But whose echo is endless:—
The world is wide, these things are small,
They may be nothing, but they are all. —MILNES

The beautiful is not what one seeks, but what one meets with. —EUGENIE DE GUERIN.

Reflect that life, like every other blessing,
Derives its value from its use alone;
Not for itself, but for a nobler end,
The Eternal gave it, and that end is virtue. —DR. JOHNSON.

The State Teachers' Reading Circle of Maryland have adopted, as one of the books for the course, Allen's "Mind Studies for Young Teachers." CHAIRMAN BOARD OF DIRECTORS.

THINGS OF TO-DAY.

FOR GENERAL REVIEW.

Marshal Bazaine died in Spain. [What post did he command in the Franco-Prussian War? On what charge was he afterward tried? What was his sentence?]

The cotton crop is reported the largest this year ever raised in the country. [In what part of the U. S. is cotton raised? Why does it not grow in the Northern states?]

A monster strike of miners in Great Britain is threatened. [What is the object of strikes? Why are very few of them successful? Mention some of the great strikes in this country. What caused the big railroad strike of 1877?]

Riots were caused in Bombay by Mohammedan and Hindoo festivals occurring on the same day. What is Mohammedanism? What do you know of Mahomet? What attempts were made by his followers to obtain a foothold in Europe? What is the religion of the Hindoos? What is caste?]

Much damage was caused by an explosion of dynamite at Carthage. [How is dynamite used legitimately? How has it been used illegitimately? Name some other explosives. Give the chemical explanation of an explosion.]

Protests come from many Canadians against retaliatory measures on the part of Canada. [What is retaliation? How would it affect business in Canada and the United States?]

Natives at Zanzibar resisted the landing of German troops. [What interest has Germany in Zanzibar? What other nation is colonizing there?]

Conflicts have taken place between German troops and peasants.

It is reported that the Holy Office at Rome has forwarded to Cardinal Gibbons a decree favorable to the Knights of Labor. [Explain the objects of the Knights. How will this action of the church benefit them?]

The emperors of Germany, Austria, and Russia attended the maneuvers of their respective armies. [Why do European nations maintain large standing armies? How would those nations gain by a general peace policy? How does the standing army of the U. S. compare with theirs?]

A Grant statue will be unveiled Oct. 10 at St. Louis. [What important point surrendered to Gen. Grant July 4? Why was he placed in command of the armies? What important battles were fought in Virginia from that time until the close of the war? What part did Gens. Sheridan and Sherman play in the closing struggle? What was Gen. Grant's magnanimous act towards Gen. Lee's soldiers? What was Grant's opinion of war? What are the leading acts of his administration as President? Where is he buried?]

FACT AND RUMOR.

Miss Florence Nightingale is a confirmed invalid in a London hospital. She is suffering from spinal trouble. [How did she get a world-wide fame? What can you say of the work of our hospital nurses during the Civil War?]

Mrs. Stowe's "Uncle Tom's Cabin" is still popular, 10,000 or 12,000 copies being sold yearly. [What other members of Mrs. Stowe's family became distinguished? What was Lyman Beecher's connection with the temperance movement?]

Princess Eugenie, of Sweden, sacrificed her family jewels to build a hospital for cripples. [What would you say of her character, judging from this act? What do you know of the history of Sweden? What is its climate? Name some of its exports. Describe some of the acts of Charles XII.]

Charles Mackay, the poet, is now seventy-three years old, and broken in health. [What are some of his most popular poems? To what is their popularity due?]

The house in Antwerp, Brussels, in which Rubens was born, is kept in perfect order. [What is Rubens' rank as a painter? What are some of his historical and religious paintings?]

Walter G. Robinson has finished a statue of William H. Seward, which will be placed in an Auburn, N. Y., park. [Of what great party was Seward one of the founders? What position did he hold under Lincoln's administration? What attitude did he hold in relation to the invasion of Mexico by the French? What did he have to do with "reconstruction"?]

William O'Brien, M.P., and T. D. Sullivan, M.P., have had the freedom of the city of Waterford conferred upon them. [With what movement are they identified? What is "granting the freedom of a city"?]

A movement has been started for a monument to Gen. Pickett in Richmond, Va. [What famous charge did he lead? Why is Gettysburg considered a very important battle? Can you mention any that you think were more important?]

The whole system is built up and rejuvenated by the peculiar medicine, Hood's Sarsaparilla.

EDUCATIONAL NOTES.

COLORADO.

The Pueblo Collegiate Institute (Methodist South), opens Sept. 6 in a new building, with five instructors, and Nelson B. Henry, as president.

The State Association will meet in Denver, Dec. 26, 27, 28. The executive committee consists of A. B. Copeland, Greeley; W. W. Watters, Leadville; A. D. Sheppard, Denver. J. H. FREEMAN.

ILLINOIS.

The eighth annual meeting of the Southern Illinois Teachers' Association was held at Nashville, Aug. 28-30. The following is a brief synopsis of the educational program given:

Miss Ethel Spriggs, of Vandalia, in answering the negative of "Who Shall be Required to Teach?" proved that many receive licenses who do not deserve them, and that many county superintendents are inefficient. Mr. S. B. Hoot, of Sparta, speaking on the affirmative, argued that maturity of age, scholarship, and moral character should be essential to the obtaining of licenses.

Supt. S. A. McKnight, of Clay county, opened the discussion.

Mrs. Hester M. Smith, superintendent of Pulaski county, read a paper on "Good Results of Grading the Country Schools," contending that the results had generally been satisfactory, and were yearly getting better, because there is system in the plan.

Mr. L. W. Carpenter, of Okawville, presented the negative side of the question. He affirmed that no system could be satisfactory that had so many heads; that there should be but one head—the teacher. The discussion was opened by Superintendent S. S. Hawley, of Marion county.

Mr. W. S. Brown, of Grayville, presented the subject, "What the County Institute Should Be." He took the ground that the use of tobacco should class a teacher as a person of unstable habits, and that the use of unchaste language should be frowned down as impure in moral tone and manners. Mrs. Martha Burdick, of Centralia, told in a bright paper, "What the County Institute Should Not Be." We hope to publish extracts from both papers soon.

Dr. Robert Allyn, President of the Southern Illinois Normal, gave an address on the necessity and benefits of the reading circle work.

"How can our Schools best Prepare Law-reverencing and Law-abiding Citizens?" was presented by Miss M. A. Milligan, of Coulterville.

"The Value of Music as an Educational Factor in the Public Schools," was discussed by Mrs. Clara B. Way, of Nashville, who urged the value of singing as a means of developing the lungs and dependent powers of the body; its moral value was also emphasized.

Prof. E. P. Rowe, of Greenville, spoke on "The Best Methods of Teaching Singing, or Music, in the Public Schools," declaring that any system is good when a good teacher uses it. Practical illustrations were given.

MASSACHUSETTS.

A week's institute was lately held in Ashfield, at which Dr. G. Stanley Hall, Prof. Norton of Harvard College, and Miss Mary E. Burt of Cook County, (Ill.) Normal School, discussed reading and literature in the public schools. Miss McQueston of the Boston school of oratory, reading and elocution, Mr. Frothingham of Baltimore, drawing, and Mr. A. W. Edison, of the state board of education, arithmetic, geography, history, and physiology. Prof. Norton, for forty years an intimate friend of Mr. Longfellow, gave an evening's talk on the poet's life and works, and Prof. Norton, George William Curtis, and Mr. Edison gave an evening to a discussion with people on the relation of the high school and academy to the public school system.

NEW YORK.

The teachers of Oswego met in association September 8 with an attendance of sixty-six out of an entire corps of sixty-nine. The line of work as marked out by the secretary of the board of education was adopted. One-half of each session is to be devoted to the discussion of topics of general interest before the entire association, and the other half is to be used by the teachers of the various departments in considering the best method of presenting the subject-matter they are to teach. The topics for general discussion at the October meeting are "School Discipline," and the "Election of President of the United States." The department work consists of model lessons in primary geography, music, reading, and the discussion of the proper method of reading a standard author.

Every teacher of the senior and high school department stands pledged to keep a question of his own preparation in a query box, to the contents of which about twenty-five minutes are to be devoted at each meeting. As soon as one's question has been answered, he is to prepare another.

SOUTH CAROLINA.

The second Inter-County Normal Institute of Clarendon and Sumter counties was held at Manning recently. Supt. William S. Morrison, of Greenville, was principal. Dr. E. S. Joynes, of the State University; and Mr. G. Edwin Stokes, of the Seneca graded school, were assistants. 42 teachers attended.

Mr. and Mrs. Edward E. Britton, of Bennettsville, conducted a two-weeks institute at Darlington.

The third Orangeburg County Normal Institute for white teachers was held recently. William S. Morrison was principal. He was assisted by Supt. H. P. Archer, Charleston; Principal W. H. Witherow, Winnsboro; Miss Mary Monteith, Columbia graded schools; and Drs. Joynes and Shelb, of the State University; 53 teachers—90 per cent. of the teachers of the county, were in attendance.

The Orangeburg County Normal Institute for colored teachers was in session at the same time, at Sterling, and was in charge of Messrs. Cardoza and Townsend, both colored, the former pastor of the M. E. Church, Orangeburg; the latter a professor in Claflin University. Several addresses were made to the colored teachers by members of the faculty of the white teachers' institute.

Berkeley county's first institute for white teachers was held at Mt. Pleasant, William S. Morrison, principal; Mr. George Robbins, Summerville, and Mrs. E. L. Priester, of Greenville county, Assistants, were the faculty.

Greenville.

WM. S. MORRISON.

TEXAS.

The Central Texas Teachers' Association held its second summer normal at Calvert, with an enrollment of 60.

The Paris Normal had an enrollment of 40, the faculty being County Supt. J. J. Richardson, Messrs. Cooper and Carlock, Mrs. Richardson, Misses Wright and Mitchell. A commendable feature was the teaching of physiology and civil government by the doctors and lawyers of Paris. The physicians gave six lectures, the lawyers three.

The Belton Normal was a success, its members numbering 116, an increase of 50 over last year. Fifteen counties were represented.

The San Marcos Normal, with Prof. I. H. Bryant, of Austin, as principal, did excellent work, but we have not been able to get data concerning it. The same may be said of the Fort Worth Institute under Supt. Bryant, of Paris.

The Leon county teachers held a ten days' institute at Centreville, with an attendance of 52. The work was thorough, yet entertaining. This institute grew out of the summer normal school, held by Mr. H. F. Estill, of Huntsville, two years ago.

NOTES FOR OCTOBER.

During the month of September the teacher should be steadily preparing for the month of October. Here are some of the eminent men who render the days of this month memorable:

1. Rufus Choate,	Oct. 1, 1799. B.
2. Major Andre,	" 2, 1780. D.
3. George Bancroft,	" 3, 1800. B.
4. Jenny Lind,	" 6, 1821. B.
5. Edgar A. Poe,	" 7, 1849. D.
6. Cervantes,	" 9, 1547. B.
7. Hugh Miller,	" 10, 1802. B.
8. Tycho Brahe,	" 13, 1601. D.
9. William Penn,	" 14, 1644. B.
10. General Burgoyne,	" 17, 1777. S.
11. Samuel T. Coleridge,	" 21, 1772. B.
12. Thomas B. Macaulay,	" 25, 1800. B.
13. John Keats,	" 29, 1795. B.
14. John Adams,	" 30, 1735. B.

Thus it will be seen that October is a rich month, and will demand much preparation during the last week of September; let a large sheet of manilla paper be hung on the walls of the school-room with the above dates and names inscribed.

No. 1. On the first day let the teacher ask:

"What is to-day noted for?"

A pupil will reply:

"Rufus Choate was born Oct. 1, 1799."

Then will follow some account of his life and the lessons to be learned from it. This must be short. If it is long, the pupils will be sorry any man was either born or died on the day. Nor need it be a proxy exercise. It is so easy to be proxy. If the teacher lounges back in his chair and takes no part in the exercise (and this often happens, because the teacher has not studied up the subject), then it will soon degenerate to the condition to which so many school exercises do.

The pupils should feel that, no matter what they may say, the teacher knows a lot more about Rufus Choate. He should study the biographical dictionary as well as they. He must come with some anecdote about Choate, and tell it well.

No. 2. Major Andre will bring up Revolutionary reminiscences; perhaps there will be a picture of him. A teacher can make a great deal of this subject.

No. 3. It will be easy to find a picture of this man; he is still living, and is dear to all Americans.

No. 4. Here is another very interesting subject. It will be easy to find a picture of her. If the pupils are not interested, it will be the teacher's fault.

No. 5. Many will be ready with a quotation from "The Bells."

No. 6. This is the author of "Don Quixote." The teacher should open this mine of wit to his pupils. "Blessed be the man who first invented sleep," is only one of many quips in this volume.

No. 7. Hugh Miller is well worth talking about in a school. Awaken a love for looking at the rocks by bringing up his name.

No. 8. Here is a name that survives because of his labors for astronomy.

No. 9. This is a favorite with all school-boys. It will be a door to the storehouse of history.

No. 10. Here is another great subject; the door to a great field of American history opens when his name is mentioned. It cannot fail to interest even the children to hear of Saratoga.

No. 11. Now there should be some pleasing quotations. Do your pupils love poetry? No? Then you are not doing the fair thing by them; "there is a screw loose." Investigate.

No. 12. This will interest the older pupils. By the way, are you "posted" on the career of this remarkable writer?

No. 13. Here will come in some nice bits of poetry; of course you love poetry.

No. 14. This subject will introduce a great American character.

Then as to your gatherings from the woods and fields. You have, I hope, a thousand well-pressed leaves to hand around so as to teach the forms of leaves when cold winter sets in. The pupils should gather leaves and put them in books to dry. Then you will be gathering golden-rod and asters and doing something with them, beside pointing out that one is yellow and one blue.

The days are growing shorter, and there are changes in the weather and in the heavens. You talk of the temperature and the wind, of course. You point out to a group of pupils in the evening which is Jupiter, which is Mars, and which is Venus.

This is but a part of the work the live teacher will keep before him, in addition to the "three R's."

POSITION OF PLANETS IN OCTOBER.

Venus is evening star, and can be seen about an hour after the sun has set, 8° south of the sunset point. She is in the constellation Virgo, and on the 26th will be in conjunction with Beta Scorpii, being then nearly 2° south of that star. Times of setting: 1st, 6 h. 26 m. P. M., 31st, 6 h. 11 m. P. M.

Mercury is evening star, and is in the constellation Virgo. He will reach his greatest eastern elongation on the 8th at 11 h. A. M., when he will be 25° 14' east of the sun. This planet can be seen with the naked eye at that time in the west, forty-five minutes after sunset, 11° south of the sunset point. After elongation he will return toward the sun, and meet Venus on the 9th at 6 h. P. M., passing 3° 9' south. He will be in inferior conjunction with the sun on the 31st, at 7 h. P. M., and become morning star. On that day he rises at 6 h. 27 m. A. M.

Jupiter is evening star, and is in the constellation Scorpio. On the 24th he will be in conjunction with Antares, being 5° north. At the end of the month he will be 1° 30' northeast of Venus. Both planets will set then about 6 o'clock. Time of setting: 1st, 6 h. 1 m. P. M., 31st, 6 h. 23 m. P. M.

Mars is evening star. He is in the constellation Scorpio, and his size and red color decrease as he moves eastward, away from Jupiter. Time of setting: 1st, 8 h. 30 m. P. M., 31st, 8 h. 3 m. P. M. Uranus is evening star until the 10th, when he becomes morning star. On that day he will be in conjunction with the sun at 8 h. A. M. He will rise, on the 31st, at 4 h. 47 m. A. M.

Saturn is morning star, and can be seen in the northeast about 11° northwest of Regulus, very early in the morning. He is in the constellation Leo. Time of rising: 1st, 1 h. 28 m. A. M., 31st at 11 h. 42 m. P. M.

Neptune is morning star, and is in the constellation Taurus. Time of rising: 1st, 8 h. 1 m. P. M., 31st, 8 h. 1 m. P. M.

At the close of the month Venus, Jupiter, and Mars will be evening stars, and Mercury, Uranus, Saturn, and Neptune morning stars.

NEW YORK CITY CORRESPONDENCE.

THE CHILDREN'S LIBRARY ASSOCIATION.

The Librarian of this institution submits the following report:

Number in attendance at the library during the month of June, 1888,	1,431
Number of books given out,	903
Attendance during July,	853
Number of books given out,	695
Number in attendance in August,	943
Books given out,	574

The children are not about to move to a new location, but are to remain where they are, and where they have been since last winter.

The *Herald* of this city recently said that "it is shocking to think that in a great and rich city like this there should be school-houses in so vile a condition that the health of the children is visibly affected by emanations of sewer gas. There should be short work made of such abuses. The poorest child in our schools is entitled to the best air money can buy." As a comment on these words, we learn that the board of health last week considered a number of reports about public school No. 53, in Seventy-ninth street, between Second and Third avenues, concerning which there has been so much complaint recently. A report from the Society for the Prevention of Cruelty to Children on September 19 declared that the school-house was a death trap. Mr. Gerry wrote that whoever was responsible for compelling or permitting children to remain in the building was guilty of a criminal offence under the Penal Code, and would be brought to justice by the society. Inspectors Hooper and Napier, of the health department, found the school building generally defective and unsafe for children to stay in, and so reported. The inspectors recommend wholesale changes in the building and a reduction in the number of pupils. Their report is to be forwarded to the board of education, with the indorsement of the health commissioners, and it is to be hoped that they will take immediate action.

The Teachers' Building and Loan Association met at G. S. 47, Sept. 28. The money in the treasury—\$2,400—was put up at auction, and sold at a bonus of 14 3/4 per cent. Many new members were enrolled.

E. J. L.

A specimen of agatized wood, 4 ft. high and nearly 3 ft. in diameter, on the surface of which the form of a tree is visible, is shown in the window of Tiffany & Co., Broadway. It is from Chaledony Park, Arizona.

E. J. L.

COOPER UNION.

The science and art department of Cooper Union entered upon their new session last Monday, when about seven hundred young men and women presented themselves for enrollment in the various classes. The session extends over eight months of the year, and the heads of instruction comprise elementary mechanics, astronomy, applied mechanics, analytical geometry, trigonometry, geometry, algebra, natural philosophy, geology, drawing from form and cast, elementary chemistry, English language, literature, and others. In connection with the afternoon women's classes, there have been established schools of stenography, telegraphy, and type-writing. No organization in this city, outside the public school system, has done so good work in the past as this institution.

GLENS FALLS SUMMER SCHOOL.

It was the general verdict that the Glens Falls summer school was better than ever before. The instruction was of the very best. The place is a beautiful one, large enough to have all the conveniences of a city, electric lights, street railway, etc. At the same time it is not so large but that it has all the desirable features of a summer resort. While it is the very center of summer resorts, Saratoga, Round Lake, Mt. McGregor, Luzerne, Lake George, and the Adirondacks circling it round about, the price of board is very low, not one half what the same accommodations would cost in the places named. There are two features of this school unlike any of the other summer schools: first, a general course of common school studies for a single rate of tuition; second half-day sessions leaving the afternoons free for walks, drives, and recreation generally. Afternoons were devoted to visiting the quarries, lime kilns, lumber and paper mills, pulp mill, shirt and collar factories, terra cotta works, and the other varied industries of the place. One very enjoyable afternoon was devoted to a trip on the canal, down through the locks. The falls, Cooper's cave, the state dam, the big boom, were all points of interest. The number of delightful drives in this locality is very great. To the tired teachers this feature of the school is one of no small interest. Next year guides will be furnished for parties to local points of interest every afternoon. For this there will be no charge. One can hardly speak of the instructors without naming all, yet space will not permit that. The subject matter of Mr. Metcalf's lectures and his genial manner both added to the profit and pleasure of those in attendance. Mr. Balliet's lectures commanded the closest attention, and merited and received unstinted approval. Mr. Southworth's lectures on mathematical geography and mensuration were original, strong, and clear. Dr. Bemis gave seventeen lectures upon civics and history, and was listened to with the closest attention. Mr. Smith, of Brooklyn, had the drawing and was unwearied in his efforts to make the time profitable to his students. Two valuable and interesting adjuncts of his work were a large collection of the work of the Brooklyn public school children, and a reference library for drawing teachers.

Mr. Smith, of Hartford, had charge of the subject of penmanship and aroused great enthusiasm. Mr. Ballard's work in physical training was perfectly practical and founded on common sense. Mr. Woodhull proved to be a positive genius, and his work with home-made apparatus must be seen to be appreciated. There is not a teacher of natural science in the country who could not profit from his instruction. Of the work of the other instructors equally strong statements might be made.

The citizens of Glens Falls have formed an association for making the summer school there a permanent thing. Funds have been raised sufficient to secure the best talent for instruction that is obtainable. Every effort will be made to make the stay of all the students profitable and pleasant.

LETTERS.

168. THE USE OF TEXT-BOOKS.—An article in the shape of an interview with you, published in the *Sun* of June 4, is my apology for writing. There is not a line or sentence in the interview, but commends itself to the intelligent reader—not alone as regards the schools of your city, but also as applied to those of the nation at large. As one whose ideas are entitled to consideration, I am induced to ask your opinion upon a question at present agitating the school authorities of our little city. We have between 1,900 and 2,000 children to care for, and we want to do only what is best for their interests. For over eight years we have dispensed entirely with spellers,—arithmetic, except in the highest grade—and grammars, except language lessons. There is now a pretty general demand for text-books on the part of the teachers, and the demand is endorsed, perhaps induced, by our superintendent, who has been with us but one year. Of course, it is well understood that the use of text-books lightens the labors of teachers, and our teachers may, unconsciously to themselves, be materially influenced by this consideration. Our board is composed of business-men, unable to keep abreast of the times in educational matters, and therefore, unwilling to take the responsibility of making radical changes without consulting the highest authority. Will you frankly give us your advice on the utility of adopting text-books, such as arithmetic, grammar, and speller, for all grades above the second primary? I know I am asking much, but I trust your well-known interest in the cause of education, will amply justify me in your eyes.

Pa.

SECRETARY.

169. AN INTERVIEW.—Your letter is received in which you refer to an interview of mine published in the *Sun* of last June. I thank you very much for your kind opinion of what was said, and will endeavor to answer your questions as fully as space permits.

AS TO THE USE OF TEXT-BOOKS.

If teachers were thoroughly prepared, the text-book work would be very much lessened. In all our schools many teachers dictate to pupils what they can better read from good books. There is no reason why pupils should receive orally what is better told on the pages of some standard author. If teachers are not thoroughly prepared to teach independently of text-books, I should advise you by all means to adopt the best books you can find, and require your teachers to follow them quite closely. In this way they will make fewer mistakes than they would if in their ignorance they were thrown upon their own resources. I may make my meaning plain by an illustration; suppose a doctor is poorly prepared to administer medicine, it would be better for him to take some standard medical work with him whenever he visited a patient, and carefully consult it before he prescribed a remedy. In this way he would make fewer mistakes than he would if he endeavored to rely upon his own ignorance. The text-book is a necessity in the present condition of our school work, because there are few among our teachers who know even the first principles of child growth or general mental science. They are also ignorant of the history of educational experiments, their failures and successes, neither do they know the principles that underlie the teaching of even such elementary branches as reading, writing, spelling, and arithmetic. They have had some training by observing what is ordinarily called good teaching, but in thorough knowledge and furniture they are almost wanting. I could refer you to certain schools where there is to-day remarkable progress and excellent teaching without reliance at all upon text-books. You may ask, are there no books in these schools? I answer, there are many, more than in schools where there is a rigid adherence to the text-book method. They are well furnished with encyclopædias, works of reference, geographies of all kinds, many arithmetics, a large number of histories. These the teachers and pupils use as helps in their work, but not as crutches. There is a difference between the wind that blows the ship along on its homeward voyage, and the crutch that helps the lame man to walk over the road. Text-books in the hands of uneducated teachers, are frequently nothing but crutches; but these books of reference and other works in the hands of well furnished teachers, are like the prosperous winds that speed the ship on its way.

It goes without saying, to affirm that we need more well educated teachers, and by well educated, I do not mean those who can pass excellent examinations in the technicalities of arithmetic, grammar, geography, etc.; but I mean those who understand the professional part of teaching. Educating a child means one thing, cramming him, stuffing him, means something else. We want educators, not school-keepers; we want those who know how children grow, what will promote their healthy development, even though they know less concerning other things.

J. A.

GOOD WORDS.—Mr. John R. Weathers, of New Albany, Ind., says: "I have taken the *SCHOOL JOURNAL* for some time and think it is the most progressive educational paper in the country."

170. OBJECTIVE TEACHING.—(1) Please make clear the exact meaning of the terms "Object, Objective, and Subjective teaching." (2) Also recommend some place to me in N. Y. City where a teacher could obtain instruction on Saturdays in Free Hand or Industrial Drawing and in Clay Modeling.

A SUBSCRIBER.

(1). The term object teaching is restricted in its meaning. It supposes that the object itself is before the eyes of the child. "Objective teaching" is general in its application. The object may be in the mind of the learner as an object of thought, but it is as really present in the mind as though it were seen. "Subjective teaching" appeals to convictions that come from within—that have been worked up in the mind, as subjects of comparison and judgment.

(2). Write to Dr. Butler, President of the Industrial Education Association, 9 University Place, New York City.

171. THE QUESTION EXERCISE.—When the little ones get tired of other things, give them, as a change, the question exercise. Choose some familiar subject, something they may look at with their own bright eyes, and handle with their inquisitive little fingers, and allow them to ask all the questions they wish, providing they do not wander from the subject.

These questions you are to answer to the best of your ability, which, by the way, may be taxed to a greater extent than you had anticipated; therefore, it would be well to give the subject some thought before coming to the class.

The next day vary the exercise by taking your turn as questioner, requiring them to repeat from memory the information you have given. Or if you think one day too short for a memory test, make the lesson a Friday afternoon exercise, requiring their answers upon the next Friday afternoon.

Moosup Valley, R. I.

S. E. KENNEDY.

172. BOOKS FOR SIAM.—I am just now looking about for text-books, especially teachers' books. I sail soon for Bangkok, Siam, as principal of a normal school, and wish to take with me a good supply of text-books from which we will order. I have native Siamese teachers and shall want some practical works on Methods of Teaching.

MARY E. STOKES.

We think you will want books on:

1. The History of Education.
2. The Science and Art of Education.
3. The Philosophy of Education.
4. Psychology.
5. Methods.
6. The Kindergarten.

For suitable teachers' works we recommend:

1. Brownings' Theories, \$5.00.
2. Johnnot's Principles and Practice of Education, \$1.50.
3. Tate's Philosophy, \$1.50.
4. Allen's Mind Studies, \$5.50.
5. Welch's Psychology, \$5.00.
6. Brooks' Methods, \$1.75.
7. Swett's Methods, \$1.00.
8. Autobiography of Froebel, \$5.00.
9. Hoffman's Kindergarten Gifts, \$1.15.

These are but a few of the many books in each of the six departments indicated. There are other books; we send a catalogue and you will find it profitable to study it. We will furnish all at a teacher's discount; the above books will have a discount of about 20 per cent.

TEMPERANCE IN JAPAN.

One of the series of pioneer temperance text-books, "Child's Health Primer," which Mrs. Mary H. Hunt succeeded in having brought out, after a long siege of the publishing houses, has just been translated into Japanese. A copy of the same, printed on delicate rice paper in Japanese hieroglyphics, has been forwarded to her by Mrs. L. D. Gulick, Missionary to Japan from the American Board of Missions. About a year ago the same book was translated into Hawaiian, and is now in use in the Sandwich Islands.

So "Scientific Temperance Instruction" has crossed the Pacific and is beginning to invade the East. This is none too soon for Japan where, according to recent reports, alcoholic drinks are making terrible ravages.

E. L. B.

GROWING ENTHUSIASM.

Our request for specimens of reproduction stories has received prompt response, for which we wish to thank the teachers who sent them, and wish that we had space to print them all.

We have received reproduction exercises written by the following children:

QUEENSBORO, ONTARIO.

Emma Diamond, age 11; Nettie Delyea, age 13; Maggie Nicol, age 10; Annie Dawson, age 13; Carrie Phillips, age 12, and George Holmes.

LANCASTER, PA.

Minnie A. Way, age 12; Clara W. Stoner, age 9; Stella R. Stoner, age 8; Susie H. Long, age 10; Elmer R. Gingrich, age 12.

CLIFTON HEIGHTS, PA.

Walter Hunt, age 9.

WEATHERLY, PA.

Hattie Bittner, age 11; Harry Hoffman, age 11; Emma Bartsch, age 12; Edward Cantner, age 14; Maggie D. McClelan, age 11; Lillie Drumlor, age 13; Hattie Muschman, age 11.

VAIL'S GATE, N. Y.

Frank Moore, age 10; Frank Williams, age 10; Charles Reid, age 13; Laura C. Fulton, age 16.

1000 Best Books for School Libraries.

What they are, what ones are suitable to different ages, also how classified, retail prices, discounts to teachers, etc., in a neat 7 page catalogue. Free to teachers on application. Books in stock, E. L. KELLOGG & Co., 35 Clinton Place, New York.

BOOK DEPARTMENT.

NEW BOOKS.

HOW TO TEACH MANNERS IN THE SCHOOL-ROOM. Reading Circle Library, Series No. 7. By Mrs. Julia M. Dewey. New York and Chicago: E. L. Kellogg & Co. Cloth 16 mo. 108 pp. 50 cents.

This volume, by the method and critic teacher in the public schools of Rutland, will prove to be most helpful to the teacher, who desires her pupils to be well-mannered. It is one of the defects of our schools that many teachers consider the manners of a pupil of little importance, so long as he is industrious. But the boys and girls are to be fathers and mothers; some of the boys will stand in places of importance, as professional men, and they will carry the mark of ill-breeding all their lives. Manners can be taught in the school-room; they do not require much time; they render the school-room more attractive, they banish tendencies to misbehavior. In this volume Mrs. Dewey has shown how manners can be taught. The method is to present some fact of deportment, and then lead the children to discuss its bearings. Thus they learn why good manners are to be learned and practiced. We believe such a book will be very welcome to teachers of all kinds of schools. It is the best presentation of the subject we have seen. The printing and binding is exceedingly neat and attractive.

PRACTICAL ARITHMETIC. By Charles S. Venable, LL.D. New York: University Publishing Company. 384 pp. 68 cents.

Uniform in appearance with the "Elementary Arithmetic," this volume is the advanced one of the two-book series of arithmetics, by Dr. Venable. In its preparation, it has been the author's aim not only to provide the pupil with a work thoroughly graded, but also, as in the elementary, to present the work in such variety of form, as to maintain the pupil's interest all through, and to render his judgment independent. In the present volume too, the theoretical and the technical have been made to yield to the practical. Oral problems in each subject precede the written, and include work in the applications of percentage and interest, while miscellaneous problems are scattered throughout, at the end of the different subjects, involving all the points preceding. Methods new and practical have been adopted by the author as far as they have been accepted by experienced teachers, and in the more advanced part several ways of treating a subject are sometimes presented, so that comparisons may be made by pupils—thus encouraging and training them to think and decide for themselves. The entire aim of the author of this arithmetic is to help the teacher by supplying, for the pupil, work that will command his interest, and at the same time exercise his judgment. Some rules are necessary—these are given—definitions, too, are presented, but the object is to unify rules, and train the pupil with a few underlying principles constantly in view, so that he may deduce his own rules. The value of this method is appreciated by all clear-headed and aggressive teachers at the present time. Good, practical methods are fast taking the place of the old technicalities.

A TEXT-BOOK OF GEOMETRY. Revised Edition. By G. A. Wentworth, A. M. Boston: Published by Ginn & Co. 386 pp. By mail, \$1.35.

It depends mainly upon the form in which the subject of geometry is presented to students, whether the study is pursued with indifference and aversion, or profit and pleasure. In compiling this treatise upon the subject, the author has kept this fact constantly in view—all unnecessary discussions have been avoided, and such methods have been adopted as experience and observation, together with repeated trials, have shown to be the most readily comprehended. In this, the revised edition of a work already well known, the author has made a few changes in the subject-matter, and some of the demonstrations have been given in more concise and simple form. The Theory of Limits has been presented in the simplest possible manner, and its application rendered easy of comprehension. The great feature, however, in this new edition is, the introduction of nearly seven hundred original exercises, which consist of theorems, problems of construction, and problems of computation, carefully graded and adapted to beginners in geometry. As no text-book upon this subject can now receive favor unless it provides exercises for independent investigation, the author, keeping this fact before his mind, has laid special stress upon, and given special attention to, systematic and progressive exercises bearing upon independent thought and action. The definitions given are simple and plain, the diagrams are clear, and the entire make up of the book is of the best kind.

OUR YOUNG FOLKS AT HOME. Fully Illustrated. Boston: D. Lothrop Company. Franklin and Hawley Streets. 200 pp. \$1.00.

In turning over the pages of this prettily bound volume, and glancing at its contents, the reader is interested to know how such an amount of good and valuable material can be furnished at so small cost. Even the inside covers are illustrated with the designs children or young people like best. The book is not designed simply to amuse or entertain—it is full of purpose, and the young people who read it will find in the characters given, models of what good and true boys and girls may become. Boys will find in it a thorough business education, and the girls may learn how to do a hundred necessary things. Among the more practical and useful articles are a series of natural history chapters, entitled "Wonder-wings, Mellan-gongs, Colossi and Others," "Search Questions on Greek History" and "Some Successful Women." "A Young Prince of Commerce" is a serial running through, which contains much that is useful on the subject of commerce, given in simple, story fashion. A good foundation for a natural history education may be gained from the material found here, and furnished by one of our most famous American naturalists. Altogether, "Our Young Folks at Home" is a valuable book. The illustrations were prepared expressly for it.

THE PHONOLOGICAL INVESTIGATION OF OLD ENGLISH. Illustrated by a Series of Fifty Problems. By Albert S. Cook, Ph.D. (Jena). Boston: Published by Ginn & Co. 26 pp. 10 cents.

In this small pamphlet of twenty-six pages, the author has chosen fifty words which represent the principal nouns and verbs found in a single paragraph of an Anglo-Saxon Reader, in which he supposes a student desirous of work-

ing out the phonology of such a passage in a manner at once independent and systematic. The phonology of a language being a systematic account of its speech-sounds, their mutual relations and modifications, a thorough and competent knowledge of Old English phonology is the indispensable foundation of all exact scholarship in that tongue. This is best done by the investigating of a limited number of words, as is found in the plan and arrangement of this little volume.

NEW ELEMENTARY ARITHMETIC. By Charles S. Venable, LL.D. New York: University Publishing Company. 218 pp. 40 cents.

This elementary arithmetic is the first of a two-book series, prepared by a thorough mathematician, and one whose aim is to avoid technicalities and provide that which is practical, simple, and at the same time genuinely instructive. Upon examination, it will be found that the ever-varied expression in the problems, given throughout the book, calls into exercise the judgment of the pupil and enables him to repeat again and again the various combinations in numbers, without being conscious of the monotony that generally attends drill exercises. The pictures which accompany Part I. of this volume appeal to the imagination, and afford opportunities for language lessons, while they suggest simple combinations in the study of numbers. They are new, and attractively pleasant, and the stories told by them soon give place to the problem which they represent. The "First Steps" in Part I. also, indicate methods which have been used successfully by progressive teachers in the lowest primary classes in graded schools. Part II. gives, Fundamental Rules, Common Fractions, Decimal Fractions and United States Money, Percentage, Interest, Business Forms, Measurement, Miscellaneous Problems, and Answers. The ground has been well and successfully covered by Dr. Venable, and for all the purposes of an elementary arithmetic, this one is most truly complete. Any one who provides an arithmetic at once a pleasure as well as a profit, is a public benefactor. This book will at once commend itself to teachers by its bright topography, its methods, and great variety of concrete, oral, and written problems.

ANIMAL MEMOIRS. Part I. Mammals. By Samuel Lockwood, Ph.D. Ivion, Blakeman, & Co., Publishers, New York and Chicago. 330 pp. Introduction price, 60 cts.

The author of "Animal Memoirs," appears to us not only as a man possessed of a most graceful literary style, but one, also, who has made the acquaintance of animals, as we learn to know our own household inmates. He has studied their traits, habits, and characteristics with a genuine, manly enthusiasm. Consequently, this volume, which is the result of much thought and study, comes to us full of a warm affection, and a genuine sentiment, akin to love, for the animals he introduces. The first chapter is introductory; following on through the book we come to several chapters on Animal Humor, including in pranks, dicos, cunning antics, and craftiness, monkeys, dogs, seals, and porpoises. Then follow chapters on some queer animals, and their structure. Rabbits and their love furnish some interesting stories, also musical animals—mice, squirrels, etc. Finally, the book closes with a short and simple classification of animals, stating the general principles of classification, furnishing examples. The book should be in every family.

A COMMON SENSE ELEMENTARY CONVERSATION GRAMMAR OF THE GERMAN LANGUAGE, with Exercises, Readings, and Conversations. By Dr. Oscar Weineck. New York: F. W. Christern, and Boston: Carl Schonhof. 2.5 pp. \$1.00.

This book is especially adapted to the wants of the public schools of New York City. Its method was developed by the author in classes with the result that, by its means, he was able to keep the interest of the scholars alive through all the grades, and to improve their powers of conversation. The leading idea of the book is the creation and strengthening of a grammatical conscience, as the doctor calls it. It is exceedingly interesting to note how carefully, how thoroughly, yet how beautifully this principle is developed and carried through to the end in the same practical strain that characterizes the beginning. All the words that are used in the grammatical exercises are taken from the school or the school-room. They are introduced in such a lively form of simple question and answer framed by the pupil that the most natural result is extended conversation on a thoroughly grammatical basis, without the pupils knowing directly that grammar has anything to do with the matter. The pupil is soon enabled to write a short composition on every object in the school-room. However small may be the compass of his vocabulary, in it he feels grammatically at home. The few words at his command are used in every possible grammatical combination.

The teacher of German will make no mistake in purchasing this book. Superintendent John Jasper is to be congratulated upon this most excellent and charming outgrowth of public school work.

LITERARY NOTES.

D. C. HEATH & Co. are the publishers of "Old South Studies in History and Politics," in which are included Washington's Farewell Address, the Declaration of Independence, the Ordinance of 1787, the Constitution of the United States, etc., and they can be obtained for a few cents.

LEE & SHEPARD will soon publish that delightful work of Leigh Hunt, "The Wishing-Cap Papers."

G. P. PUTNAM'S SONS announce among other books: "True or False Finance: the Issue of 1888;" "American Prisons in the Tenth U. S. Census," by Frederick H. Wines; "Business," an essay, by James Platt; "Glimpses of the Future: Suggestions as to the Drift of Things," by David G. Croly; "The First Six Books of Virgil's *Aeneid*," translated into rhyme by Henry Hamilton.

The SCHUBERTS have on their list a book for boys and girls, entitled "Little People and their Homes in Meadows, Woods and Waters." It relates to the homes and haunts of insects.

HOUGHTON, MIFFLIN & Co. have just published a "Second Lessons in Arithmetic," by H. N. Wheeler. The revised edition of "Andrews and Stoddard's Latin Grammar," will not be ready before the end of October.

TICKNOR & Co. announce among other books pertaining to the war: "The Other side of War," by Katharine Prescott Wormley; "A Short History of the Secession War," by Rosseter Johnson; "Pen and Powder," by Franc B. Wilkie.

TIMOTHY COLE will contribute to the *Century* a series of full-page engravings of the greatest works of the Italian masters, the result of four years labor in Italy.

FORDS, HOWARD & HULBERT publish "The Gospel History," a life of Jesus woven from the texts of the four evangelists.

D. LOTHROP COMPANY have in their list of books "A Young Prince of Commerce," which is intended to teach boys the principles of trade in a pleasant way. Selden R. Hopkins is the author.

CASSELL & Co. have had written for them a miniature cyclo-pedia, a marvel of condensation, by W. L. Cowles. "No. 19 State Street," a novel by G. D. Adea, has made a great hit in England.

CHARLES T. DILLINGHAM, New York, publishes a bright romance by Hyland C. Clark, entitled "When Age Grows Young."

GINN & Co. will publish "Hand-book of Arithmetic," by G. C. Shults, in November. "Thanatopsis and Other Favorite Poems of Bryant," and a new edition of "Lanman's Sanscrit Reader," are among their latest books.

J. B. LIPPINCOTT Co. bring out a fresh and interesting novel "Too Curious," by Edward J. Goodman.

THE BAY STATE PUBLISHING COMPANY, Hyde Park, Mass., publish a number of relief maps of continents, modeled by Alex. E. Frye.

GEORGE SHERWOOD & Co., Chicago, have brought out a "New Model First Reader," so arranged as to effect a great economy of time for teacher and pupil. The pictures contained in it are exceedingly suggestive for subjects for conversation, with children.

BOOKS RECEIVED.

English Grammar. Compiled under the direction of the State Board of Education. Sacramento, Cal.

History of the United States. Compiled under the direction of the State Board of Education. Sacramento, Cal.

The Federalist. A Commentary on the Constitution of the United States. Reprinted from the original text of Alexander Hamilton, John Jay, and James Madison. Edited by Henry Cabot Lodge. New York: G. P. Putnam's Sons.

The President's Message—1887. With illustrations by Thomas Nast. New York: G. P. Putnam's Sons.

The President's Message of 1887. With annotations by R. R. Bowker. New York: G. P. Putnam's Sons.

Molly Bishop's Family. By Catherine Owen. Boston: Houghton, Mifflin & Co. \$1.00.

A Guide to the Study of the History and the Constitution of the United States. By William W. Rupert. Boston: Ginn & Co. 75 cents.

The Pot of Gold. A story of Fire Island Beach. By Edward Richard Shaw. Chicago: Belford, Clarke & Co.

Readings from Washington Irving. Selected from The Sketch-Book and The Alhambra. New York: G. P. Putnam's Sons.

MAGAZINES.

Rev. H. O. Ladd in the September *Wide Awake* describes the Ramona Industrial School at Santa Fe, and the Ramona Memorial Hall, a beautiful school for Indian girls which is being built as a monument to "H. H." This article will no doubt be read with great interest by teachers and pupils throughout the country. In "An Abyssinian Monkey," Miss Risley Seward tells the adventures of a little animal with a history worth telling.—Edward L. Wilson, who is well known on account of his recently published articles on Egypt, contributes to the October *Scribner* a description of the temples of that wonderful land. In the same number is found H. H. Boyesen's story of Nantucket, "Charity." Robert Louis Stevenson's romantic novel, "The Master of Ballantrae," will begin in the November number.—The October *Chautauquan* brings with it an abundance of pleasure and instruction. Among the articles are several relating to Greece by scholars of national fame. President Adams, of Cornell University writes of "The Policy of Russia in the East," and Ernest Ingersoll of "Engineering Feats in the West."—The *Atlantic* for October contains "My Fatherland," by William Cranston Lawton; "In a Border State," by Patty Blackburn Semple; "Garibaldi's Early Years," by William R. Thayer; "Iceland, Summer and Winter," by William H. Carpenter; "The Pioneers of Ohio," by Rufus King, besides serials by Arthur Sherburne Hardy, William Howe Downes, and Charles Egbert Coadock.—In the October *Forum* is a review of Tolstoy's career and writings with special reference to his religious opinions and teachings, by Archdeacon Farrar. Edmund Gosse answers the question, "Has America produced a Poet?" Edward Atkinson gives a comprehensive view of the "The Progress of the Nation" since the Civil War. The concluding essay on "What shall the Public Schools Teach?" is in this number. The Negro and Chinese questions are also discussed in two able articles.—*Christian Thought* is an excellent magazine for those who wish to keep abreast of the best thought of the day. The October number contains "The Vibratory Law of Progress," by Horace C. Hovey; "Philosophy in Japan, Past and Present," by Professor George William Knox; "Citation in Revelation," by Thomas Hill, D.D.—*Table Talk* for October is filled with excellent reading for the household. In "A Queer Visit to the Realm of King Saddleback" is given interesting points on the pedigree and habits of the oyster. "How to Live on a Thousand a Year," is an article in which an attempt is made to solve an interesting problem. The household and literary departments are full of good things.

A Talisman.

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Moral instruction is often excluded from our common schools **on account of the different religions** represented and the want of text-books acceptable to them all; and such exclusion **has threatened the existence of our public school system itself.** The demand for moral training is *universal*, and *cannot much longer be ignored* with safety to the schools, the scholars, or the public.

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While presenting **systematically the entire subject of Ethics**, the author has avoided *technical and unusual terms*, which he deems wholly needless in **such a practical science**, so that the work, while preserving *scientific fulness and accuracy*, may be as easily read as a newspaper.

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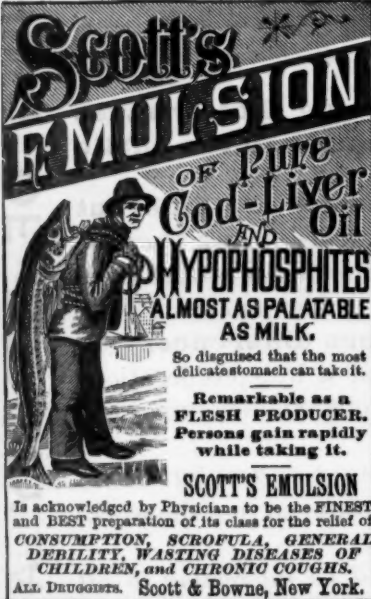
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question of moral training in our schools
is in the mind of every true teacher, a
book that will be interesting to all classes
is "The Virtues and Their Reasons," a sys-
tem of ethics for society and schools, by
Austin Bierbower, especially since the
author, with the wide sense he gives to
the term ethics, discusses nearly all the
great questions of the day. This work,
while intended for the general reader,
and specially emphasizing those virtues
which have an interest at this time, is
particularly adapted for moral training
in the public schools and higher institu-
tions of learning. Moral instruction is
often excluded from our common schools
on account of the different religions rep-
resented, and the want of text-books ac-
ceptable to them all; and such exclusion has
threatened the existence of our public
school system itself. The demand for
moral training is universal, and cannot
much longer be ignored with safety to
the schools, the scholars, or the public.
In this book the author has found no
occasion to notice men's religious differ-
ences, but has presented that morality
which is common to all civilized peoples,
and enforced it by considerations which
appeal to the sense and manliness of all.
Accordingly, members of all religious
denominations may use the book with
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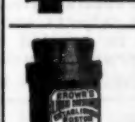
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